PHILLIPS ACADEMY ANDOVER, MASSACHUSETTS

ANDOVER

A place of deep tradition that is anything but traditional.

Since 1778...

Phillips Academy

ANDOVER

Phillips Academy admits students of any gender, race, color, handicapped status, sexual orientation, religion, and national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of gender, race, color, handicapped status, sexual orientation, religion, or national and ethnic origin in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs.

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The material in this catalog is intended to provide general information concerning Phillips Academy rather than a complete record of any one year. It is not in any manner contractually binding, and the information herein is subject to revision and change.

Phillips Academy alumni have

made a difference in their communities as mothers and fathers, sons and daughters, teachers and mentors and friends.

They also have designed New York's Central Park;[1] founded Search for Common Ground, an NGO focused on the prevention of international conflict;[2] written the *Tarzan* novels;[3] co-founded Facebook and served as online strategist for the Barack Obama campaign;[4] treated ailing gorillas through the non-profit Mountain Gorilla Veterinary Project;[5]

summitted the tallest peaks on seven continents;[6] designed the Bunker Hill Monument;[7] founded the Department of Photography at the Museum of Modern Art;[8] co-produced and directed the PBS documentary CARRIER;[9] built the first skyscraper;[10] won three Olympic gold medals;[11] served on the U.S. Supreme Court;[12] been an anthropologist and a human rights activist in Burma;[13] headed the Smithsonian Institution;[14] been the first black graduate of Harvard University;[15] won the Nobel prize for economics;[16] become CEO of Ashoka, investors in social change;[17] won an Academy Award;[18] worked as a Nigerian political activist and advocate for women;[19] served as 41st and 43rd presidents of the United States;[20] founded and published GOOD magazine;[21] coached three Super Bowl championship teams;[22] starred in television's *The O.C.* and *House*;[23] started Higher One, a financial services company serving higher education;[24] founded Doshisha University in Japan;[25] served as commissioner of baseball and president of Yale University;[26] become editor-in-chief of *Self* magazine;[27] served as the first woman postmaster in the United States;[28] written *Friday Night Lights*;[29] rediscovered the ancient ruin of Machu Picchu in Peru;[30] served as

founding director of National Public Radio;[31] worked in Third World nations as a plastic surgeon with Operation Smile;[32] served with the Peace Corps in Togo, West Africa;[33] earned the National Geographic Explorer for the Millennium award;[34] become a leading authority on artificial intelligence, computers, and robotics;[35] written the screenplay for M*A*S*H;[36] received the Medal of Freedom;[37] won a Tony Award as co-creator of the Broadway musical *Spring Awakening*;[38] written a book about military service in Iraq;[39] won the Mellon Foundation's Distinguished Achievement Award;[40] founded a market-based production co-operative in Afghanistan;[41] built an art gallery in rural Tanzania;[42] flown fighter jets as the nation's first female Top Gun pilot;[43] won honors for Depression-era photographs in *Let Us Now Praise Famous Men*;[44] earned accolades as a leading contemporary abstract artist;[45] served as chairman and CEO of CBS;[46] won Emmy Awards for acting in *China Beach*;[47] received the Congressional Medal of Honor;[48] become president of Sun Dance Genetics;[49] created *PlanetWatch.org* to promote earth-friendly practices;[50] invented the telegraph and Morse code;[51] won a National Medal of Science;[52] authored *How the Garcia Girls Lost Their Accents*;[53] won three Pulitzer Prizes as an editorial cartoonist;[54] become an authority on childrearing, as well as an antiwar activist;[55] won the Nobel Prize for the cure of pernicious anemia;[56] become mayor of Boston and president of Harvard College;[57] won the Pulitzer Prize for environmental editorial writing at the *New York Times*;[58] raised funds for the Berkeley Symphony Orchestra and organized several community projects for Andover's annual Non Sibi Day;[59] practiced law and offered pro bono services to POWs;[60] recorded children's CDs including *House Party, Family Dance,* and *Night Time!* [61]

What will *you* do?

This question is meant to inspire, not intimidate.

We expect you have many answers, but certainly not all. Of course, we can expound on how the mantle of the free world rests upon your shoulders. We can go on and on about your potential and great expectations. But the reason we started with some of our alumni's worthy accomplishments is not to prescribe where you will go or what you will do in your lifetime. Since Phillips Academy's founding more than 230 years ago, we have always believed that the end depends upon the beginning.

Imagine the next four years at Andover as *your* great beginning. Bring to us your intelligence and your tremendous curiosity, your mineral collection and your short stories, your football cleats and your charcoals. Pack your openness to try new things, your tenacity to learn things that upon first glance appear way over your head. Working together, we will erect the

scaffolding you need to someday reach answers to life's epic questions.

For now, it is all about the you of today. What will *you* do at Phillips Academy? These we know for sure: Expand your mind. Refine your thinking. Notice nuance. Widen your world. Learn Japanese from a new friend. Synthesize actions and epochs. See selflessness in action. Paint your face blue and white and scream wildly.

You also may read your poetry aloud. Be applauded. Learn to rely on your abilities. Try this. Try that. Find a love for fencing and tabouli, Möbius strips and geometry. Discover how much you care about other people and how many ways teachers can be there to help you earn your wings.

At Andover, your brain will do things you thought you could not do. And your heart will find things you have always wanted to do.

What is it then, that Andover can do for you?

STATEMENT OF PURPOSE

PHILLIPS ACADEMY, a residential secondary school, seeks students of intelligence and integrity from diverse cultural, racial, socioeconomic, and geographic backgrounds.

The school's residential structure enables faculty to support students in their personal, social, and intellectual development. The academic program fosters excellence in all disciplines within the liberal arts tradition. Faculty members guide students in mastering skills, acquiring knowledge, and thinking critically, creatively, and independently. The school strives to help young people achieve their potential not only intellectually, but also artistically, athletically, and morally, so that they may lead responsible and fulfilling lives.

The Academy is committed to establishing a community that encourages people of diverse backgrounds and beliefs to understand and respect one another and to be sensitive to differences of gender, ethnicity, class, and sexual orientation. In its programs, the school seeks to promote a balance of leadership, cooperation, and service, together with a deeper awareness of the global community and the natural world.

Andover's 1778 Constitution charges the Academy to prepare "Youth from every quarter" to understand that "goodness without knowledge is weak . . . yet knowledge without goodness is dangerous." This obligation challenges students in mind, body, and spirit to see beyond themselves and to go beyond the familiar; to remain committed to developing what is finest in themselves and others, for others and themselves.

This revised version of the Statement of Purpose, voted by the faculty in winter 2000, reaffirms the Academy's goals set forth in the Constitution of 1778.

What will *you* do at Andover?

Think openly and deeply. PAGE 8

Connect. PAGE 20

Serve and lead. PAGE 30

Cluster. PAGE 38

Speak out. PAGE 44

Compete and be well. PAGE 46

Perform and create. PAGE 54

Explore. PAGE 64

Embrace life. PAGE 78

Programs & Resources PAGE 85

Think openly and deeply.

Rigorous academics. Challenging curriculum. You have heard about them before. Both are indeed true of an Andover education—only more so. Andover has a particular academic alchemy that brings together bright, curious students with dynamic teacher-scholars. Let's call Andover's a "transforming" curriculum. An Andover education is an intellectual workout with faculty and peers who match your ability and [often] exceed it. If you are exceptionally capable in certain areas of study, you may enter the curriculum at advanced levels and go on to do independent and group work beyond the college entry level. Yes, you will learn to think critically and independently at Andover—to not only think outside the box but question why there is a box at all—and go on to construct your own structure. You will examine multiple perspectives, converse and debate, write, write, write, draw conclusions and schematics, work in teams, and pursue original research. You will analyze, rhapsodize, and agonize. You will put aside your carefully constructed pride and ask for help when you need to.

Andover's energetic community of learners begets a fertile environment for learning. Our size is a large part of our academic strength. The breadth and depth of Andover's course offerings present students with a wide variety of possibilities. Our faculty members, scholars and professionals in their own fields, do not use one teaching style to engage students. We feel that all students learn differently and that an effective approach to teaching is to use a variety of methods. Come confident in your abilities and prepare yourself for an intellectual adventure.

"For students to learn to think like an archaeologist or an anthropologist is very exciting."

HISTORY 100

World History 1000–1550: When Strangers Meet

The coutse could have been called simply *World History 1, 1000–1550.* But Andover's take on *History 100* is far mote than a whirlwind survey of facts and dates; it is an initiation into the multidimensional intellectual life of Andover. *History 100: When Strangers Meet* is a yearlong junior history class that, in its teacher's words, combines "skill work with a good story." The class focuses on three themes—one each term. Each theme connects key episodes in global history that contributed to the emergence of a global network. "By concentrating on a plotline such as the emergence and influence of European nation states and exploring specific stories such as the early interactions of European explorers and Native Americans we learn history in a very vivid, *present* way," says Marcelle Doheny.

Living up to its name on a whole other level, *When Strangers Meet* also helps to integrate a group of entering students that comes from widely divergent backgrounds, culturally and academically. One of the course's objectives is to build in students the skills of a scholar. "They learn how to think like historians—how to develop a thesis, how to use details to support that thesis, and how to find meaning in the information. Some have already been exposed to that process, others have not. This establishes a common playing field for the upper years," says Doheny.

Students discuss, debate, reflect, and encounter the stranget in a host of ways including field research at Andover's own Peabody Museum of Archaeology with its foremost collection of Native American artifacts. "The Peabody is an unbelievably rich resource for us as it provides students with a chance to understand the past using nonwritten sources. For students to learn to think like an archaeologist or an anthropologist is very exciting."

Students inevitably have questions about current events. "We study *The Rise and Reach of Islam* their very first trimester. The notion that history helps inform the present is, I hope, something that we instill in our students," she says. "Students look at the Mongol invasion of present-day Afghanistan and want to know the latest news from that area. If the kids leave the classroom with questions to explore about the present, that is great."

BIOLOGY 600

Molecular Biology Laboratory Research

Science at Andover. It goes far beyond what many colleges offer. In Dr. Christine Marshall-Walker's Bio 600 course, students have examined a wide range of topics, from the roles that specific genes play in the proliferation and migration of brain cancer cells, to the genetic controls promoting successful regeneration of motor neurons in nematodes, to novel gene targeting strategies for the production of "humanized" proteins in bacteria.

A research neurobiologist who has always enjoyed teaching, Marshall-Walker first exposes students to model organisms and experimental systems widely used in professional biology labs, and to cutting edge techniques that are changing the way scientists think about complex biological problems. Then, her students design and execute their own independent projects over the next term or two in a vibrant environment of intense collaboration and enthusiastic mentoring within a state-of-the-art laboratory. "These students are interested in medicine, biomedical engineering, research—disciplines that require active problem solving and critical thinking. This course puts them on the fast track for careers in science and also gives them what amounts to a highly mentored internship as preparation," Marshall-Walker says.

But it isn't just about pure science. Her Science 440 course, *Humanity in the Post-Genomic Era*, is an interdisciplinary class she designed with an instructor in the philosophy and religious studies department last year to take a hard look at moral issues being influenced by scientific advancement. A hard look at *hard* issues, such as: How do recent advances in modern biology impact how we view humanity? What is the moral status of humans in the womb and beyond? In this unique course, students work to frame their own ethical positions on a range of topics and to substantiate their philosophical claims using biological data.

"There really aren't classes like this in high schools," Marshall-Walker says, "but these kids are ready for it and want to develop their minds, so we challenge them to extend themselves and to grow as independent thinkers. By teaching them to engage in responsible, thoughtful moral inquiry that requires genuine understanding and respect for a variety of points of view, we're preparing them to become more conversant scholars in any field of study."

"...we challenge them to extend themselves and to grow as independent thinkers."

"Discourse and debate are so highly valued at Andover."

PHILOSOPHY AND RELIGION 430

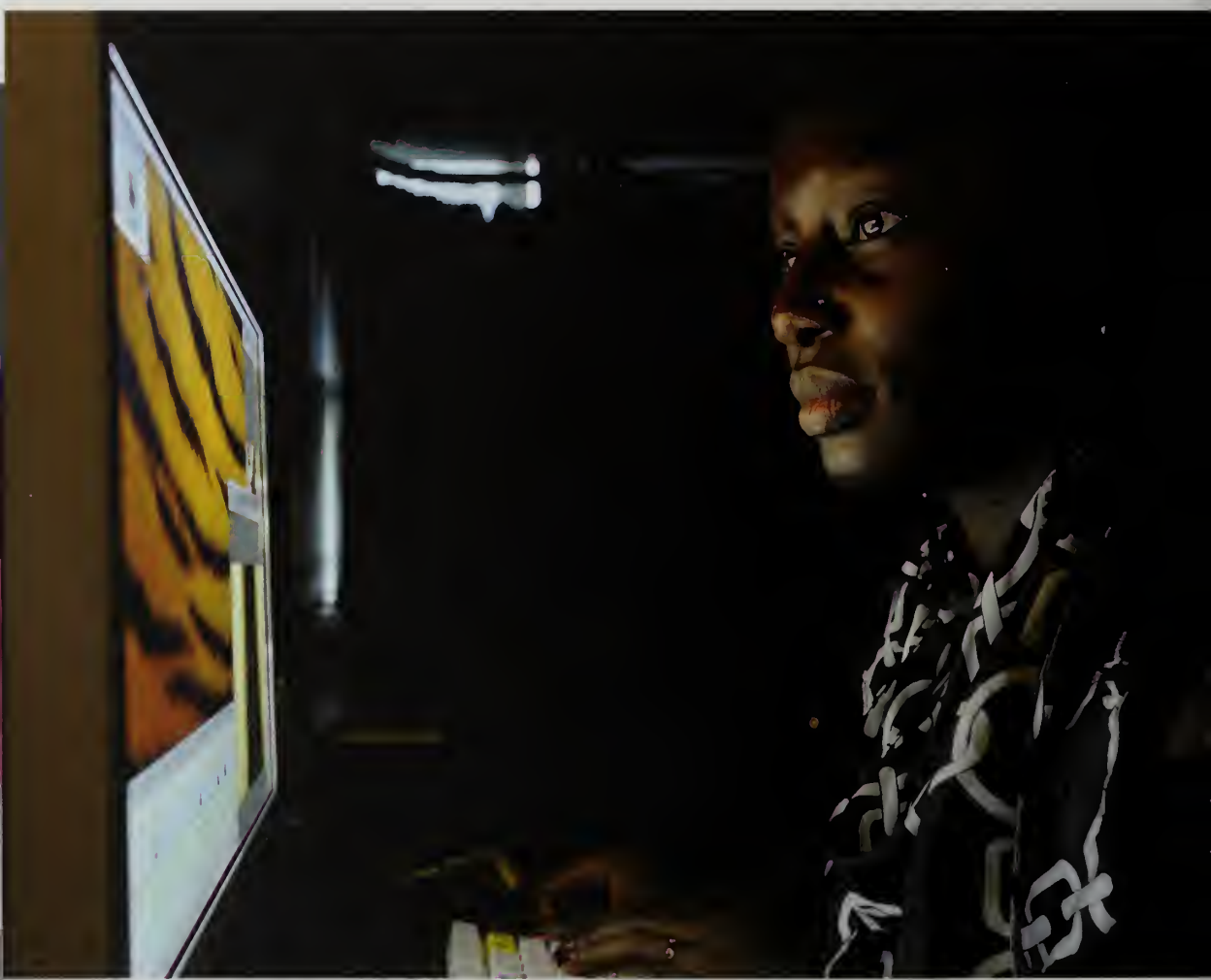
Law and Morality

Law and Morality is the sort of class that promotes deep-into-the-night conversation. What does an ideal society look like? What role does government play in that? What role do we have as citizens? What authority should the government have over individual lives and choices?

Tom Hodgson, chair of the Department of Philosophy and Religious Studies, has been stimulating Andover's young minds for more than thirty years. Readings on justice and equality in society by Plato, 16th-century British philosopher Thomas Hobbes, and the 20th-century American John Rawls fuel robust classroom debate. "Discourse and debate are so highly valued at Andover. We debate both sides. By helping students to reflect on power and authority and by delving into the writing of great thinkers, this class helps them understand their own views and moves them to a deeper understanding of Western political philosophy and how that plays out today," he says.

The latter part of the class focuses on democratic theory during the last five years. How does democracy work here? Is it possible or even ethical to spread a "Freedom Agenda" around the world? "Unless we understand the under-pinnings of our own Western political philosophy, how can we hope to understand non-Western political thought?

"This generation of students must recognize the importance of elevating political discourse, and philosophy can help. The central goal of our discussions is not to declare winners in our debates or establish a single set of unassailable beliefs, but to deepen understanding of complex theoretical and practical issues. We should all come away with better informed and more open minds," he says.



ACADEMICS

AT-A-GLANCE

5:1
Ratio of students to faculty

39
Faculty holding PhD degrees

206
Total faculty

13
Average number of students per class

95+
Percent of faculty who live on campus

300
Total number of courses offered

108
Faculty holding master's degrees

THE ACADEMIC PROGRAM fosters excellence in all disciplines within the liberal arts tradition. Faculty members guide students in mastering skills, acquiring knowledge and thinking critically, creatively, and independently. The school strives to help young people achieve their potential not only intellectually, but also artistically, athletically, and morally, so that they may lead responsible and fulfilling lives.

16,500
Works in the Addison Gallery of American Art

150,000
Volumes in the Oliver Wendell Holmes Library

600,000
Objects, photos, and documents in the Robert S. Peabody Museum of Archaeology

10,000
Images in the Peabody Museum image collection

150+
Total electives that can be taken at Andover, many of which you might not find anywhere else! A very short listing of unique electives includes *Fluid Mechanics, Existentialism, American Popular Culture, African Drumming Ensemble.*

9
World languages offered at Andover: Arabic, Chinese, French, German, Greek, Japanese, Latin, Spanish, and Russian.

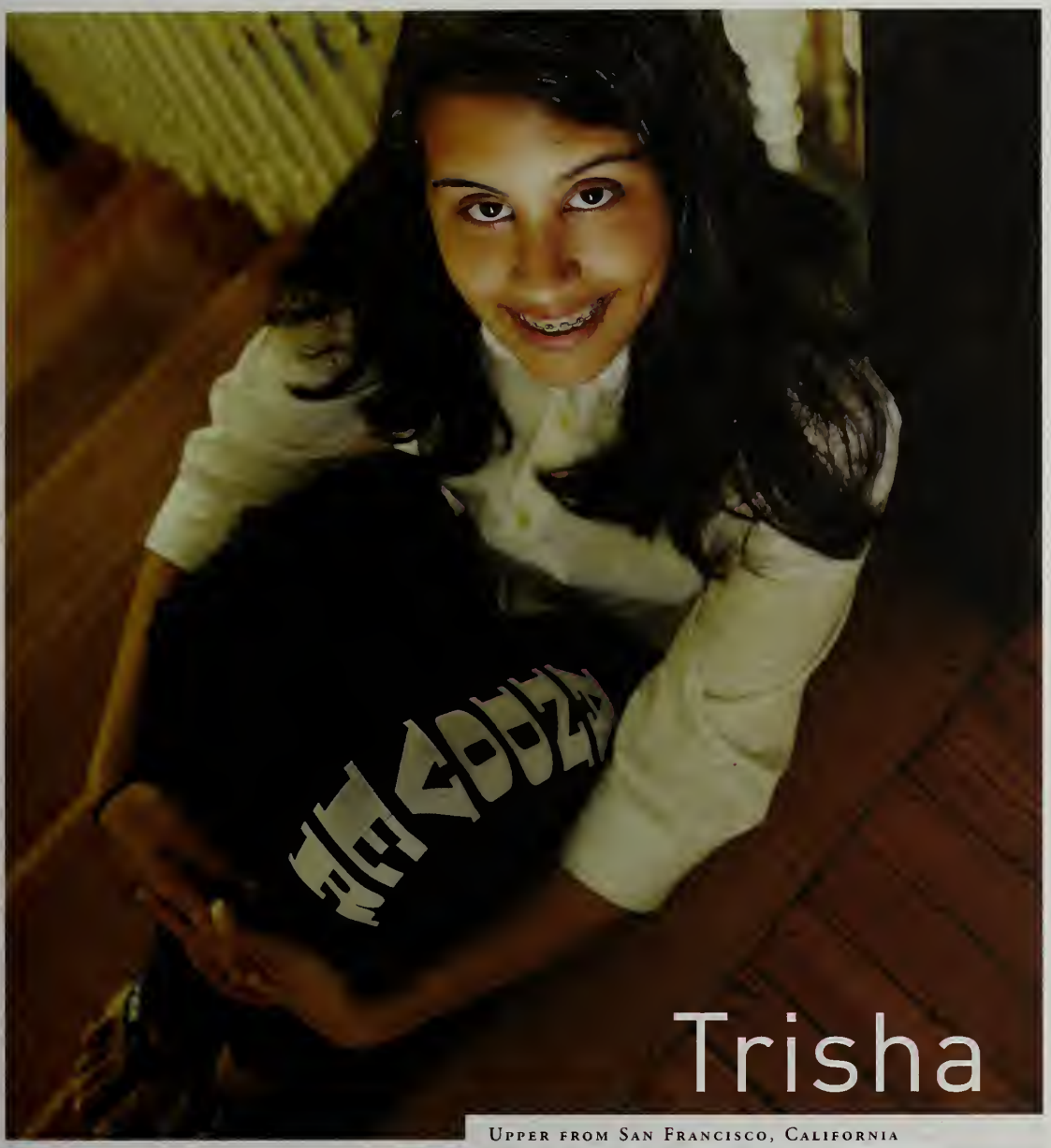
Connect.

When Phillips Academy began in 1778, it vowed to educate "youth from every quarter." The first class enrolled 13 boys. We presume our founder, Samuel Phillips Jr., himself a young man of 26, would be quite pleased to see how his fledgling school has grown. "Every quarter" today encompasses approximately 1,100 young men and women with a nearly equal number of each. (This ratio would likely delight Samuel's wife, Phebe, for it was she who conceived of an academy for girls, which would later become Abbot Academy.)

Our youth today come from a range of family backgrounds and educational experiences. Translated, that means Andover welcomes a panoply of people, with their own personalities. They come motivated and bright, as juniors (that's what we call our ninth-graders), as lowers (tenth-graders), as uppers (you're following now), and sometimes even as seniors and postgraduates (that is one extra year beyond senior).

You will find some students have lived their whole lives in one place (New York City, Tokyo, or Missoula, Montana), while others have barely stayed still. Some experienced their first snow with us, others have not yet put their feet in the sea. Andover youth wear jeans and t-shirts, hemp and pearls, sparkly flip-flops and vintage skirts, bows and beads and ties, and lots and lots of blue. You may find people you have been waiting to meet your whole life (but never even knew it). You will be guided by great teachers who are coaches and dorm counselors and mentors. Dormmates and classmates who are helpful, witty, inspiring, devoted, and perhaps occasionally inflexible. We are all, after all, very human, with soft hearts and hard resolve.

As E.M. Forster bade us in *Howards End*, "Only connect!" He went on to write, "Live in fragments no longer." By this measure, Andover is a true community—a sum of extraordinary, interdependent parts.



Trisha

Upper from San Francisco, California

WHAT HAVE I LEARNED ABOUT MYSELF? I play the piano for the realization that music is emotive and also for the sake of continuity in my life, for I am sentimental. I love to read. I have taken to filling my bookshelf with such authors as Faulkner and Dostoevsky in an attempt to trick myself into becoming well-read. Progress is snail-like. ■ I enjoy making obscure historical references that have little to do with what I am actually saying but create a nice effect. I am also fascinated by parallelism, so not only do I tend to get those types of sentence-error questions correct during SAT practice, I tend to seize every opportunity to craft a sentence that places "preservationist" next to "conservationist." I consider myself both those things. ■ I am half-Indian, half-Scottish, and my dual identity—if one could call it that—is a large part of me. My ninth grade year, I joined the Indian-Pakistani Society (Indo-Pak), and I developed a curiosity for the Indian culture with which I was not very well acquainted beyond some of its cuisine. ■ I am somewhat of a perfectionist, not in a maniacal way, but because I believe in the beauty of achievement and symmetry. I live in a beige-ish, picket-fenced house with wooden floors and patterned rugs with my mother, my father, and my four-years-older-than-me brother. I am blunt, intermittently subdued, sporadically excited, and often sarcastic. I think I've used the pronoun "I" too often for my head size's well-being, though, so I shall leave off here.

WHAT MOTIVATES ME? Andover requires its students to be independent and self-motivated, and for the most part we all are. But what inspires me most to do my best is not personal achievement or a mere internal desire to succeed. Rather, the greatest inspiration lies in those around me—whether teammates or classmates. On the football field and on the track my teammates and I strive for a common goal, and that goal is to win. On every play or in every event I do my very best—not because I want personal recognition, but because I know that the team is counting on me. With every extra yard and faster time I run, I am helping the team—guys I see day in and day out in class, on the field, in my dorm. At Andover you develop strong ties with your teammates that make you dread ever disappointing them. So when it comes to the day of competition I run every play and sprint every race with the greatest intensity, my teammates in mind. It is this communal effort to succeed that inspires me to achieve individual success.

Malcolm

Senior from New York, New York

Radka

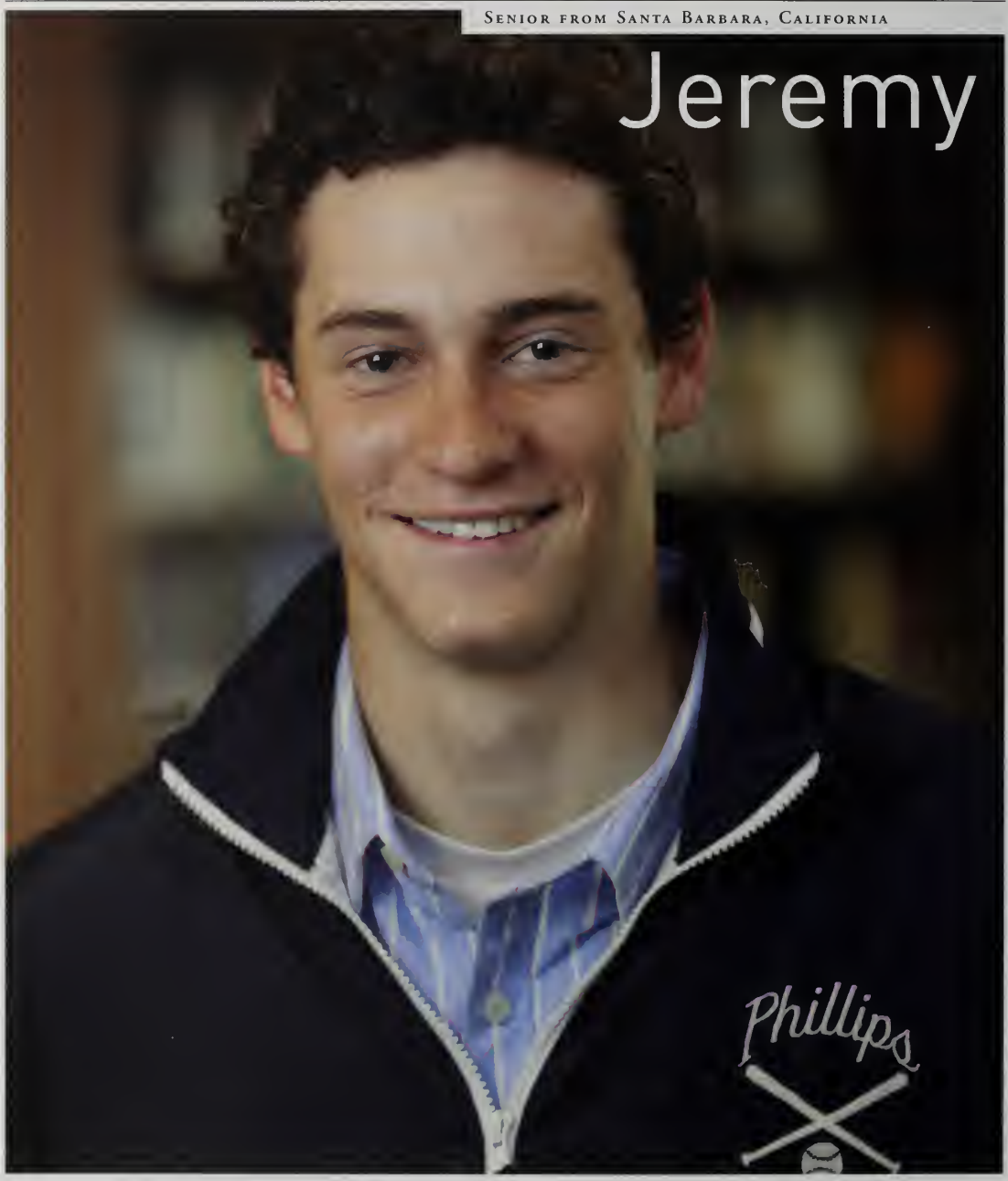
Upper Day Student from North Andover, Massachusetts

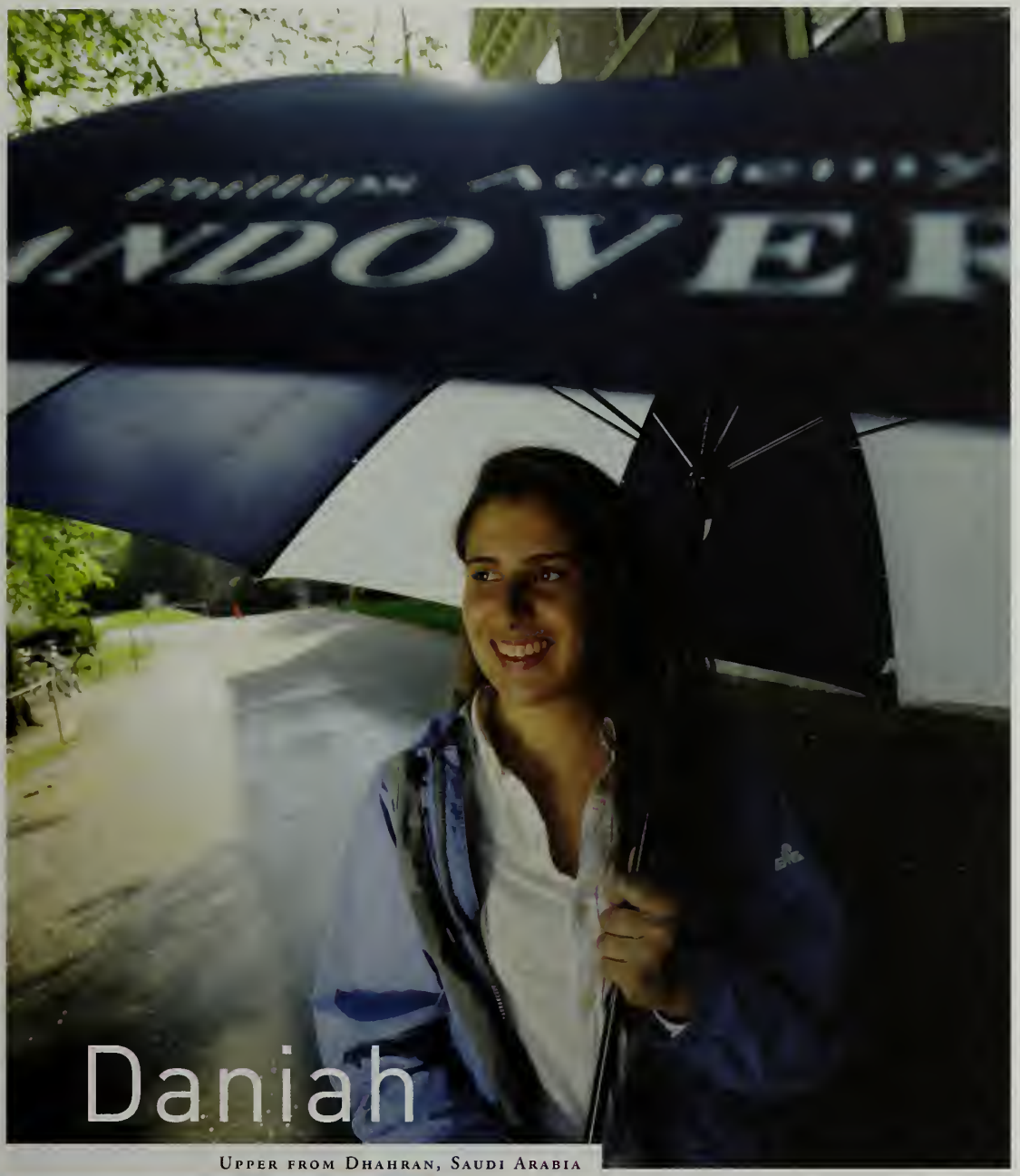
WHAT ARE MY PASSIONS? I am passionate about astronomy, physics, telescopes, nebulae, galaxies, red flashlights, green lasers, clear nights, and beautiful gas- and dust-filled pictures. I help children, mentally challenged residents, elderly, families, communities, and people. I am attached to Košice, Slovakia, wooden puzzles, wooden playgrounds, Slovak, *korunas*, *kraslic*e, Rusyn heritage, *dukátove buchtiāky*, grandparents, cousins, aunts, uncles, and friends. That's just a tiny portion of who I am.

WHAT DEFINES MY ANDOVER EDUCATION? I believe deeply in the idea that challenge begets growth. I am copresident of the Andover Mock Investment Society and cohost of a sports talk show. I play varsity baseball and, in my spare time, I read voraciously, play absolutely every sport I can, and scuba dive. Debating, discussing politics, learning about the natural world and, most of all, challenging myself all define who I am becoming at Andover! ■ I've learned that pushing through difficult problems yields the most rewarding feeling, and that in order to surmount the most arduous of tasks, you must devote every fiber of your being to your quest. Andover has provided me this extraordinary platform. ■ Whether discussing my paper on the military-industrial complex with my econ teacher or talking about the economy of the Middle East with my friend from Dubai in the dorm at midnight, I'll never forget the bonds I've developed here or the moments that define my experience...cheering on the football field with fellow Blue Key Heads, immersed in a screaming sea of roiling blue...speaking in front of 200 people at a national conference in Washington, D.C. as copresident of Model UN, and subsequently receiving an award in front of 3,000...attending English class outside, gathered around the war veterans' commemorative circle...jumping off a platform in the trees during a senior outing that encouraged risk-taking and pushing your limits. Talk about an adrenaline rush!

Senior from Santa Barbara, California

Jeremy





Daniah

Upper from Dhahran, Saudi Arabia

HOW CAN I AFFECT THE WORLD RIGHT NOW? I grew up in a beautiful country so rich in culture and tradition yet still mired in inequality among the sexes. I wanted a better education than the one presented to me at home—as an Arab woman. I came to Andover because of its strong academic reputation and because it is a place where students respect each other, the school, and the community. I love that I can discuss Dickens' *Great Expectations* in a class that includes an Americanized Muslim girl raised in Saudi, an African-American student from Brooklyn, and a student from Hong Kong—that I can attend a culture show featuring Indian, African, and Arab dance routines followed by a European polka and a Southern square dance. All of this diversity and talent has shaped me as a leader at Andover, as a prefect in my dorm, and as president of YAALA (Young Arab and American Leaders at Andover). My CAMD (Community and Multicultural Development) research project allowed me to investigate the sources of tension between the Arab world and the United States (as viewed from the Arab street) and ultimately to work at promoting understanding between two parts of the world that I cherish deeply. I hope I am, and will continue to be, a bridge-builder between these two fascinating cultures, both dear to my heart.

WHO AM I? Before coming to Andover, I had few opportunities to pursue my passions: writing, singing, and acting. Even as a ninth-grader, I feel very comfortable getting involved. I write for the arts section of the *Phillipian*, Andover's student-run newspaper, and I sing in the Academy Chorus. I also love acting, and have starred in several of the one-act plays called DramaLabs that happen every Friday night. I recently became an editor for *The Record*, a student-run magazine. ■ I love living in an all-junior dorm. You really get to bond with the people in your class. There are always friends to talk to or take a little study break with. I also love how we juniors are all so special in our own ways, and how the upperclassmen respect us for our talents, just as we look up to them for theirs. It's a really welcoming place.

Caroline

Junior from Palm Beach, Florida

WHAT WAS MY FIRST IMPRESSION OF ANDOVER? Before attending Andover, I thought boarding school was something only seen in movies—like *Harry Potter* or *She's the Man*. I quickly realized that Andover might not be Hogwarts, but it is just as magical. ■ Andover showed me that I can achieve anything I set my mind to. I am president of the Math Club, which has earned international recognition; a trip to the nation's capital gave me an opportunity to present original research before a panel of scientists—a nerve-racking but rewarding experience. ■ I enjoy playing ultimate Frisbee and squash and I have started to juggle, thanks to coaching by my roommate. Friendships run deep here; yet I am especially grateful for the help of adults in my life. The Andover faculty is one of the most distinguished groups of intellectuals, athletes, and global citizens that I have been privileged to know. They are supportive, almost like parents, yet they respect your decision-making enough not to encroach on your independence. Independence has been the signature feature of my personal life and academic career. Andover has allowed me to further develop my talents, and it has given me the freedom to explore the vast opportunities that it offers.

Wenyu

Senior from Belle Mead, New Jersey

Thomas

Junior from Needham, Massachusetts

WHO AM I? I am a boy who has seen so much of the world. A boy who enjoys hearing sweet notes rise from the piano to my welcoming ears. I love diving into stories—imagining worlds foreign and familiar. I love the outdoors—playing in the grass and the trees, feeling the wind brush my face and the sun warm my skin. I love drawing my desired world, my favorite places. I love history and understanding what, why, and how the world came to be. Every time I learn a piece of history, my mind becomes more complete. Each fact is a puzzle piece that I have been collecting and putting together in my mind for almost 15 years. I am a boy—with many interests. A boy who is becoming a man. A man who has a goal to enjoy life, succeed, and be true to myself. But most important... to have fun.

STUDENTS

AT-A-GLANCE

ANDOVER GRADES HAVE UNUSUAL NAMES Ninth-graders are called **juniors.** As the school's youngest members, juniors have a special academic and residential program designed to guide them successfully through their first year. Tenth-graders are called **Lower Middlers** or **Lowers.** Lowers, too, have a special program, the PACE curriculum, a series of classes with topics ranging from peer relations to personal wellness. Eleventh-graders are called **Upper Middlers** or **Uppers.** Twelfth-graders and postgraduates are **Seniors.**

203
Juniors

290
Lowers

282
Uppers

334
Seniors

YOUTH FROM EVERY QUARTER

1,109
Total Students

818
Boarding Students

291
Day Students

1009
from United States

100*
International
*based on residency

COMMUNITY AND MULTICULTURAL DEVELOPMENT (CAMD)

The mission of the Office of Community and Multicultural Development is to raise awareness and encourage understanding of differences of race, ethnicity, religion, gender, socioeconomic class, geographical origin, and sexual orientation. Recent special events include:

Asian Arts Festival
Black Arts Celebration
Community Service Celebration Day
Community Service Public Service Speaker Series
Divali
Gay Pride Celebration
GeograBee
International Festival and Dance
International Women's Day
Jewish Cultural Weekend
Latino Arts Celebration
Martin Luther King Jr. Day
Non Sibi Day
Oxfam Benefit Auction

RANDOM FACTS

24
Yearly All-School Meetings. Every Wednesday, the entire school gathers in the chapel for announcements, entertainment, and often a special speaker.

40
Percent of student body comprised of students of color

33
Countries represented in the student body

46
Percent of the student body on financial aid

44
U.S. states represented in the student body

50:50
Ratio of boys to girls

100
Members of the Blue Key Society at orientation to welcome new students

Serve and lead.

Phillips Academy's constitution was signed just two years after the U.S. Declaration of Independence. In the context of that burgeoning democracy, it stands that our founders would feel a responsibility for the public good.

That leads us to Andover's most indelible of tenets. *Non sibi.* "Not for self." Over the centuries, the notion of service to others has helped to define and guide the Academy. Today, *non sibi* not only lives at Andover, it flourishes in grand and in small ways—from service missions abroad to local grassroots initiatives to progress in "greening" the campus. The *non sibi* commitment runs so deep that more than 400 students each trimester and a large number of faculty and alumni are involved in multiple programs of service throughout the year. You may volunteer once each term or several hours each week. It may be part of an academic course or an independent project.

Like a mantra, *non sibi* helps all of us in the Andover community remember our responsibility to society in our own backyard and around the globe—to serve and to lead. Andover's outreach programs, which engage students beyond those who attend school during the academic year, fulfill the Academy's *non sibi* motto as a private school with a public purpose. For information about outreach programs, see page 99.

NON SIBI DAY

ANDOVER COMES TOGETHER

In October, the Andover community, at home and at large, "unites" for a day of community service. Students, faculty, staff, alumni, and parents work on projects and problems locally, nationally, and around the globe.

During last year's Non Sibi Day, more than 135 different projects were developed and staffed by 1,600 volunteers in 23 states and 20 countries, representing six continents. The entire ninth-grade class participated in a service-learning project, where they learned about the issue of hunger through a film and a local speaker on Non Sibi Day. Throughout the year, they went in small groups to serve a meal at a local soup kitchen. Other students and faculty painted, sorted donated clothing and food, planted bulbs, and coached children from the Lawrence Boys and Girls Club. Alumni took on literacy projects, shorefront cleanups, vegetable harvests, and construction of homeless shelters.

SERVICE LEARNING

SPANISH 510/511: ADVANCED SPANISH LANGUAGE IN THE LAWRENCE COMMUNITY

The obvious "community service" component of a class like *Spanish 530* might involve tutoring students and elders in the English language. Or how about helping 7-year-olds feel more comfortable about their dual heritage through student-designed reading and writing curricula? Mark Cutler, the class's instructor, says it best:

"We look at issues of duality in the Hispanic world, particularly aspects such as bilingualism, biculturalism, and youth identity. In partnership with two organizations in Lawrence, the Henry K. Oliver School and the Senior Center, we explored these topics through the eyes of second-graders and elders of the Hispanic community right next door. With the schoolchildren, we taught reading and writing in Spanish with folkloric tales from Latin America; with the elders we discussed the realities of living and growing up Hispanic in the U.S. and Lawrence. Our experiences with both groups were revealing and engaging for all involved, and they provided opportunities for us to take our learning beyond the four walls of the classroom on a weekly basis.

"It's true. Not only were we mentors for the younger students, but they and the elders also taught us with authenticity about Hispanic-American life."

WELCOME to the Henry K. Oliver School

ALTERNATIVE SPRING BREAK

LENDING MANY HANDS IN SOUTH CAROLINA

Since 1996, the Community Service Program has sponsored Alternative Spring Break trips to the Sea Islands of South Carolina for the first week of spring vacation. Faculty and students spend the week working to refurbish and construct housing in cooperation with Rural Mission, Inc., a local organization focused on improving the quality of life for low-income residents. In addition, students have the opportunity to meet and work alongside local community leaders.

"This is another exciting way Andover's motto, *non sibi*, which means not for self, plays out in its commitment to community service," says Brad Silnutzer, interim director of community service at Andover, who accompanies and works with the students along with faculty member Rev. Michael Ebner. "Each week hundreds of students participate in service projects on campus and in the community. Alternative breaks get them out to experience the wider world."

SUMMER INTERNATIONAL SERVICE

NISWARTH

During summer break, Andover sends a group of students and faculty to Mumbai, India, to work in partnership with an Indian school on children's rights, literacy, and community development projects. Appropriately, the three-week summer service-learning project is called *Niswarth,* which means *non sibi* in Hindi.

The students, working and living with counterparts from the Udayachal School in Vikhroli, a northeast suburb of Mumbai—study the status of children's rights in India and work with two prominent nongovernmental organizations in Mumbai to learn about complex issues related to poverty, primary education, legal services, and basic health care for children in urban settings.

"One day students will be in an apartment, getting to know a family; the next they will be meeting with the CEO of a company or government minister. By immersing them in the daily life and giving them access to lots of perspectives, they are moved to pursue action in their own ways, whether it's microfinance or social justice or urban design," says Raj Mundra, instructor in biology, who developed the program and accompanies the students on the powerful journey. "They see beyond themselves and go beyond anything that is familiar."

For student reflections on their experience, visit the blog: niswarthprogram.wordpress.com.

ONGOING COMMUNITY SERVICE PROJECTS & CLUBS

ANIMALS
MSPCA

ARTS/MUSIC
Addison Art Club
Andover-Lawrence String Program
Drumline
Filmmakers' Club
Hip-Hop Dance
Music for Life
Photography
Theatre Troupe

CITIZENSHIP & CULTURE
Andover Chinese Cultural Outreach
ESL Tutoring
Korean Cultural Outreach at Andover
Project VOICE

ELDERS
Academy Manor Nursing Home
Music for Life

ENVIRONMENT
PRAXIS
Service Saturdays

HUNGER & HOUSING
Bread & Roses
Cor Unum Meal Center
Johns Island, S.C., Spring Break Trip
Lazarus House
Oxfam
Service Saturdays
The Walk for Hunger (Project Bread)

MATH & SCIENCE
Astronomy Club
Math Counts
R/C Adventures
Science Olympiad

POLITICAL ACTION
Adopt-A-Platoon
Amnesty International
Andover Micro Investment Initiative, Inc.
Justice NOW!
Oxfam
Project VOICE
STAND

SPECIAL NEEDS CITIZENS
ARC
Sunday Swim

YOUTH ENRICHMENT
Addison Art Club
Andover-Lawrence String Program
Astronomy Club
Bancroft Elementary School
Bread Loaf Pen Pals and Writing Workshop
The Children's Place at Phillips Academy
Drumline
Filmmakers' Club
Hip-Hop Dance
Journalism
Lawrence Boys & Girls Club
Math Counts
PALS
Photography
R/C Adventures
Science Club for Girls
Science Olympiad
Sí, Se Puede
SIS
Theatre Troupe

RECENTLY OFFERED ACADEMIC COURSES RELATING TO COMMUNITY SERVICE
English 501—Writing Through the Universe of Discourse
English 533—Abbot Global Seminar: Encounters
English 540—Atomic America: Service Learning
Philosophy and Religious Studies 533—Abbot Global Seminar: Encounters
Spanish 500—Advanced Spanish Language Colloquium

COMMUNITY SERVICE

AT-A-GLANCE

PUBLIC AND COMMUNITY SERVICE are integral to the educational mission of Phillips Academy. In accordance with the school's motto, *non sibi* ("not for self"), the Phillips Academy Community Service Program strives to:

- promote and provide structured opportunities for students, staff, and faculty to engage in public service;
- foster collaborative relationships with individuals, organizations, and schools that address problems and build upon assets of local and global communities;
- connect academic learning to community problem solving through the development of service-learning courses in a variety of disciplines;
- inspire responsibility and personal growth by supporting volunteers, encouraging student initiatives, and providing a comprehensive leadership education program; and
- motivate students to consider and act upon issues of social justice and civic responsibility and thus foster a commitment to a lifetime of effective participation in public life.

— written by the 1997–1998 student coordinators and faculty advisory board

1

Spread the Love week, organized by the community service student coordinators and featuring four nights of programs related to goodness and knowledge

5

Academic courses that are focused on community service activities and programs

9

Towns with projects with which Andover students volunteer. Andover has partnerships with more than 30 different area organizations.

18.53

Percent reduction in energy consumption during the Green Cup Challenge

45

Houses repaired or built in the past 16 years thanks to the students, faculty, and staff who spent their spring break doing volunteer work in South Carolina

1,600+

Volunteers for Andover's Non Sibi Day 2010 worldwide community service day. The scope of the day included **135** service projects, **6** continents, **23** states.

∞

Leadership opportunities in community service. If you'd like to get involved beyond volunteering on a term-by-term basis, you can become a project coordinator, lead a Non Sibi Day project, be a member of the Community Engagement Council to plan awareness-raising events on campus, or be a team leader during the Walk for Hunger.

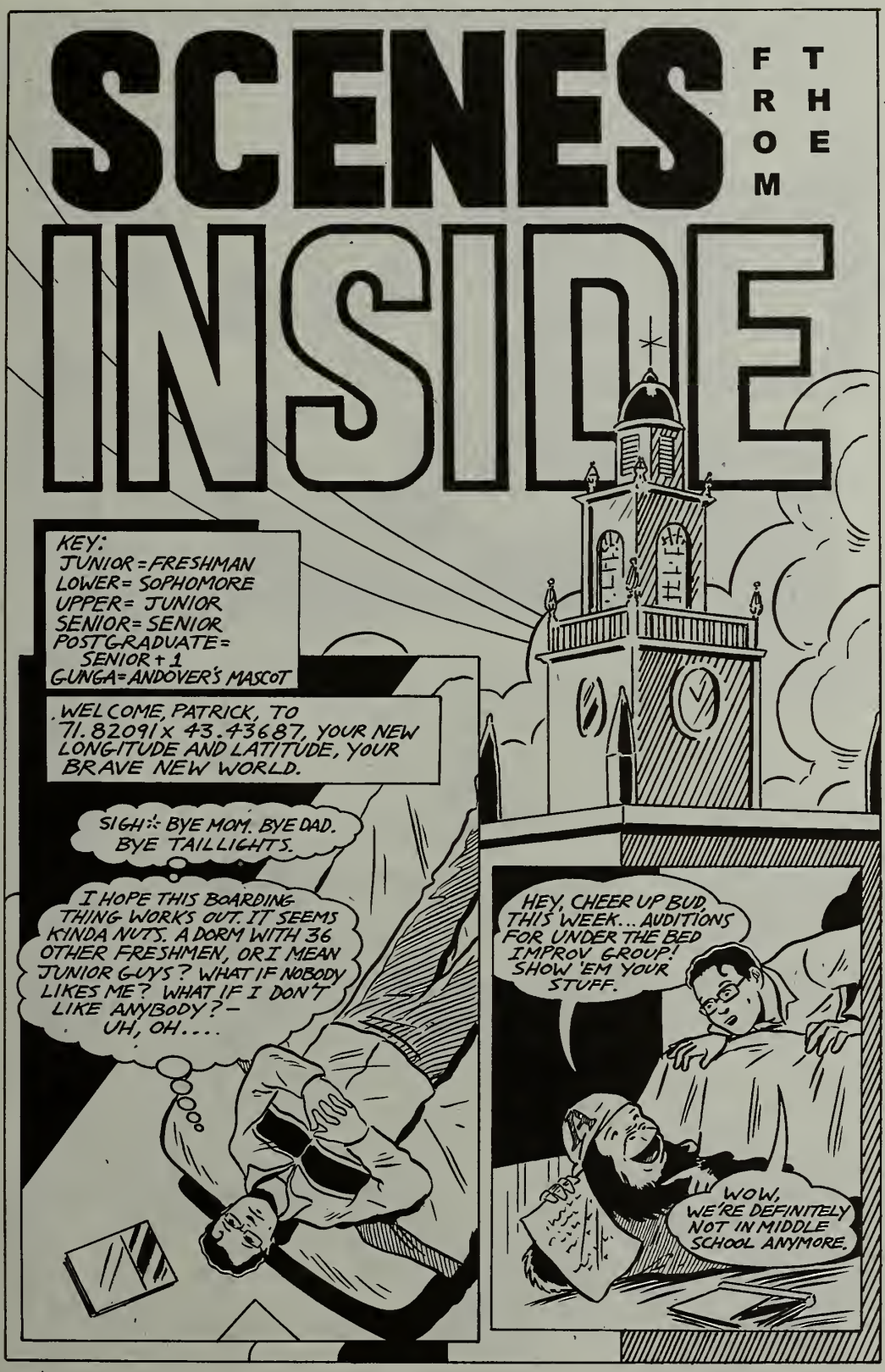
Cluster.

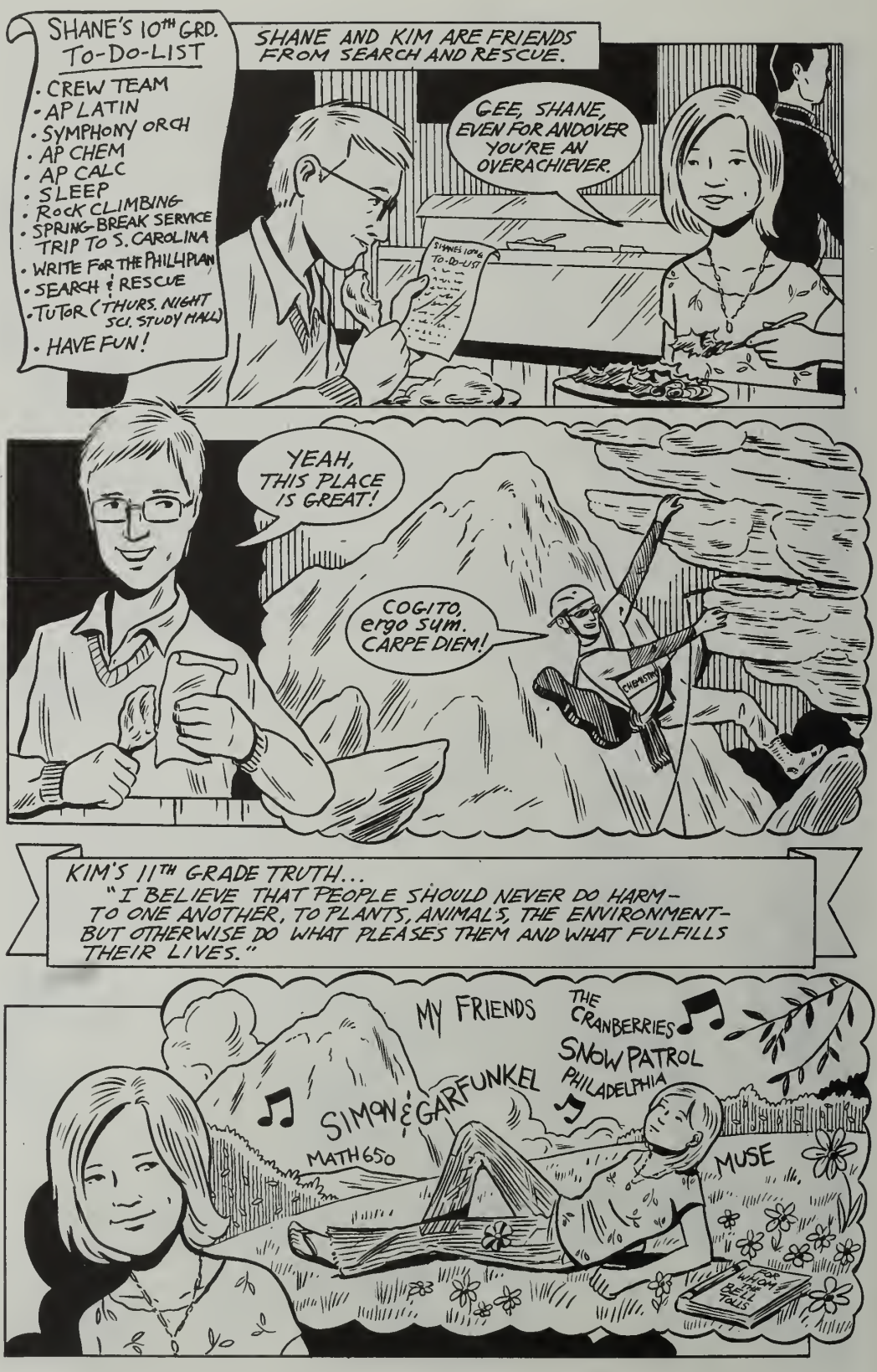
How best to describe the phenomenon of size at Phillips Academy? How can Andover at once feel small yet vast? Our bounty of classes and clubs and opportunities is indeed possible because of our sizeable student body, faculty, and resources. Yet students feel at home here, relishing the closeness of a small residential community. To answer this conundrum: Andover feels "small-big" because of our neighborhoods.

Imagine an expansive oak tree, say 250 years old. That's Phillips Academy. Then picture five of its strongest limbs. Those are our neighborhoods, our "clusters." The five clusters are organized by the geographic locations of their member dorms (those would likely be the smaller branches). Student orientation, special events, intramural sports, and weekly study breaks, called munches, are arranged by cluster. Each has its own Blue Key spirit leaders. Clusters serve as a home base for boarding and day students, from which they are encouraged to branch out into the larger community. You will quickly discover that your cluster is the best home away from home.

Clusters create the personal atmosphere of a dynamic neighborhood in which people get to know each other through living together and sharing in cluster functions.

Dormitories vary in size, housing from four to 43 students. One faculty family is in residence in the smaller dormitories, while larger dormitories have as many as four faculty residences.


SCENES FROM THE INSIDE
KEY:
JUNIOR = FRESHMAN
LOWER = SOPHOMORE
UPPER = JUNIOR
SENIOR = SENIOR
POSTGRADUATE = SENIOR + 1
GUNGA = ANDOVER'S MASCOT
WELCOME, PATRICK, TO 71.82091 x 43.43687, YOUR NEW LONGITUDE AND LATITUDE, YOUR BRAVE NEW WORLD.
SIGH :- BYE MOM. BYE DAD. BYE TAILLIGHTS.
I HOPE THIS BOARDING THING WORKS OUT. IT SEEMS KINDA NUTS. A DORM WITH 36 OTHER FRESHMEN, OR I MEAN JUNIOR GUYS? WHAT IF NOBODY LIKES ME? WHAT IF I DON'T LIKE ANYBODY? — UH, OH....
HEY, CHEER UP BUD, THIS WEEK... AUDITIONS FOR UNDER THE BED IMPROV GROUP! SHOW 'EM YOUR STUFF.
WOW, WE'RE DEFINITELY NOT IN MIDDLE SCHOOL ANYMORE.


SHANE'S 10TH GRD. TO-DO-LIST
• CREW TEAM
• AP LATIN
• SYMPHONY ORCH
• AP CHEM
• AP CALC
• SLEEP
• ROCK CLIMBING
• SPRING-BREAK SERVICE TRIP TO S. CAROLINA
• WRITE FOR THE PHILLIPIAN
• SEARCH & RESCUE
• TUTOR (THURS. NIGHT SCI. STUDY HALL)
• HAVE FUN!
SHANE AND KIM ARE FRIENDS FROM SEARCH AND RESCUE.
GEE, SHANE, EVEN FOR ANDOVER YOU'RE AN OVERACHIEVER.
SHANE'S 10TH G. TO-DO-LIST
YEAH, THIS PLACE IS GREAT!
COGITO, ergo sum. CARPE DIEM!
KIM'S 11TH GRADE TRUTH...
"I BELIEVE THAT PEOPLE SHOULD NEVER DO HARM- TO ONE ANOTHER, TO PLANTS, ANIMALS, THE ENVIRONMENT- BUT OTHERWISE DO WHAT PLEASES THEM AND WHAT FULFILLS THEIR LIVES."
MY FRIENDS
THE CRANBERRIES
SNOW PATROL
PHILADELPHIA
SIMON & GARFUNKEL
MATH 650
MUSE
FOR WHOM THE BELL TOLLS

CHRIS, A DAY STUDENT, STUDIES IN THE LIBRARY.
WHAT A DAY. TIRED. SORE. STRESSED. HOCKEY.... GRUELING. RUSSIAN... HIGHLIGHT. MR. SVEC ROCKS! OH, AND SEEING THAT GIRL AGAIN...
AH, THAT'S SO NICE. EVERYBODY IS. TOTAL RIGHT DECISION TO TRANSFER AS A LOWER.
Hi Chris,
Nice running into you today. Thought this might cheer you up.
"Learn from yesterday, live for today, hope for tomorrow."
Orison Sweet Marden
Как я вам уже часто говорил, Крис, знать - хорошо; лучше.
"As I've already frequently told you, Chris, To know is good; To think is better."
ENTER RADKA AND JULIANNA...
WOW. THANK'S FOR THE GALACTIC TOUR. YOU KNOW SO MUCH ABOUT STARS.
MS ODDEN IS A GREAT TEACHER AND HAS BECOME A GREAT FRIEND. IT'S BEEN AWESOME TO FIND SOMEONE WHO SHARES MY PASSION FOR ASTRONOMY. IT CAN TAKE TWO OR THREE HOURS TO GET ONE PICTURE OF THE NEBULAE WE ARE STUDYING.
I'LL NEVER SEE THE SKY THE SAME WAY.

THERE'S SOMETHING GLAMOROUS AND REWARDING ABOUT COMING INTO MY ROOM WITH ONLY A MINUTE TO SPARE. CLUBS, CLASSES, SPORTS. THE UNENDING GO, GO, GO THAT IS ANDOVER. SCHOOL BREAKS AND SLEEPING LATE ARE TERRIBLY BORING COMPARED TO THIS.
9:59
HI, AUDREY, HOW WAS YOUR DAY? HOW'D THAT CALC TEST GO?
JUST FINE, MS MARSHALL. I HAVE A "PHILLIPIAN" DEADLINE LOOMING. OH, AND I DO BELIEVE THAT IT IS ONE OF LIFE'S GREAT TRAGEDIES THAT I WAS NOT BORN SPEAKING ITALIAN... SIGH!
GOODNIGHT, AUDREY. SLEEP WELL.

M&D. got yr awesome pkge. hotpockets pkd in dry ice. masterful..
luv #1 son
tell #2 the joke bk was LOL
thx
GO BLUE!
"ONE CANNOT STAND STILL: A PATH MUST BE TAKEN: TAKE THE PATH THAT WILL LEAD YOU TO HAPPINESS, FOR YOU CANNOT KNOW IT UNLESS YOU ATTEMPT TO TRAVEL IT, AND CANNOT EXPERIENCE JOY LEST YOU RISK ALL AND DEFEND IT WITH EVERY BREATH!"

GOODNIGHT ANDOVER.
COME AGAIN!

Social events during the week are limited by the demands of the academic program, but the weekend program on campus is exciting and varied. Activities include theatre and musical performances, dances, concerts, coffeehouses, lectures, movies, art exhibitions, plays, and informal activities.

RESIDENTIAL LIFE

AT-A-GLANCE

THE CLUSTER SYSTEM OF FIVE DYNAMIC NEIGHBORHOODS within the school is the heart of Andover's campus life. Designed to create opportunities for close student-faculty interaction, clusters give students the advantages of a small residential community. Each cluster of about 220 boarding and day students and 40 faculty families is led by a cluster dean and is a microcosm of the school, including students from all backgrounds with all sorts of interests. Student orientation, intramural sports, weekday social functions, Blue Key activities, and discipline are all organized by cluster. During the course of the school year, each cluster takes on its own distinct personality and spirit. (Cluster affiliations do not define groupings for academics, extracurricular activities, or interscholastic athletics.)

1
Dining hall where everyone eats all meals, called Paresky Commons

4
Smallest number of students in a single dorm

7
Weekend events sponsored by clusters throughout the year. These include a luau dance, casino night, a fashion show, a cabaret, and Cluster Day, a full day of Olympic-style cluster competitions, concerts, and barbeques on the lawn.

43
Largest number of students in a single dorm

95+
Percent of the faculty living on campus

100+
Proctors and prefects helping to make dorm life fun! They organize hall events, act as a liaison between the house counselors and the students, and serve as older sibling figures who have "been there, done that" and can dispense advice at the drop of a hat.

220
Day and boarding students from all classes in each cluster

1,800+
Movies available to rent free-of-charge through the on-campus library. If you're not in the mood for a film, you can also borrow board games and game consoles from the Student Activities Office.

Speak out.

If Andover's academic program helps you learn to speak up with confidence, then extracurriculars give you a chance to speak out with passion. Student organizations are central to the Andover experience. No matter how busy the schedule, students always find time to try something new, delve deeper into their interests, discover new abilities. Right now, you might be the only one in your school interested in swing dancing, cricket, or theatre improv. At Andover, no student is an island for long. During your first week on campus, you will be courted by nearly 90 student-run clubs and groups. As a ninth grader, you might approach the activities as you would a buffet, partaking in several. By your lower or upper year, you inevitably will connect with others who share your affinities and focus on your favorites. Perhaps you will lead a cultural or religious group, serve as a diplomat to the Model United Nations, or join the Math Club or Eco-Action Group. If you do not find an existing club or publication to match your vision, we encourage you to launch your own. At Andover, anything is possible.

The Five Ws, One H, and TGIF

Andover's student newspaper, *The Phillipian*, gives a glimpse of all that the Academy has to offer—opportunities to support a cause, lead a rally, perform on stage, hear a provocative speaker, make a point, test one's wit and wisdom, create and display art. If an opportunity does not exist, oftentimes students will take a grassroots approach—lobby support, seek funding, start a new club, or invite their own guest speaker.

Originally founded in 1877, *The Phillipian* itself is a stellar example of how devoted Andover students are to their organizations and clubs. The editorial staff responsible for *The Phillipian,* volume CXXX never failed to deliver an issue each Friday during the academic year. That's 29 issues, 400 or so pages, countless late nights, hundreds of editorial decisions, and probably hundreds of thousands of words. Even at Andover, that commitment and enthusiasm is nearly unmatched.

The PHILLIPIAN

Veritas Super Omnia

Vol. CXXX, No. 29 Phillips Academy

LETTER FROM THE EDITOR A2–A3

Board CXXX Editor James Reflects on His Phillipian *Experience*

POLITICAL NEWS FEATURES A4

Students Film Panel Discussion for CNN

RECENT NEWS A5

Student Clubs and Organizations in the News

ARTS AND EVENTS AROUND CAMPUS A6–A7

Campus Happenings

BACK PAGE A8

CompSci Team Wins Invitational Contest

Letter from the Editor

For more than half a century Phillips students have had the benefit of a free press. It is an honor and a responsibility that is seldom allowed to high school students. Not only does this provide the Andover community the typical benefits of a free press, such as an objective source of news and an open forum of discussion, it also gives the students involved a unique and invaluable educational experience.

Until I joined *The Phillipian* I had never had the opportunity to accomplish something entirely on my own. I had always had a teacher or a parent or some other mentor to fall back on when things got tough.

We report, we write, we edit, we design layout, we fact-check, we edit again, we "PDF" and we send our pages to press all on our own. We also deliver our newspaper, balance our budget, manage our website, make long-term plans and design business strategies. We are careful to consider our public image and, when necessary, remain mindful of community politics.

The fact that students are granted a free press is representative of Andover's philosophy. Phillips Academy gives you the freedom to explore your aspirations, the resources to achieve them, and, in case you fail, just enough cushion to keep fighting. Our failures are our own, but so are our successes. There is nothing more rewarding than that.

James
Editor-in-Chief, *The Phillipian*
Volume CXXX

ANDOVER GOES NEED-BLIND

FINANCIAL BACKGROUND NO LONGER A FACTOR FOR APPLICANTS

"It's the right thing to do, and it's the only thing to do."
—Barbara Landis Chase, Head of School

Phillips Academy has adopted a need-blind admission policy for the 2008–09 academic year. The Admissions Office will make acceptances without regard to applicants' financial backgrounds and will meet all financial need of its accepted students.

In an exclusive to *The Phillipian*, Head of School Barbara Landis Chase said that the school will meet this goal, set out in Andover's 2004 Strategic Plan, years ahead of schedule.

Nearly all members of the Board of Trustees participated in a conference call with Chase on Friday, November 16, when the final decision was made to make Andover need-blind.

All those present on the call voted to go need-blind for the upcoming year after a thorough discussion, said Oscar L. Tang '56, the President of the Board of Trustees.

James (left) and Thomas, executive editor, relax in *The Phillipian* offices, knowing that another issue has been wrapped up and will soon hit the hallways.

Four Andover Students Film Discussion for CNN, Forum Featured Scoop08 Reporters and Editors

Amid bright lights and heavy duty filming equipment, Jessica Cole '08, *Phillipian* News Director Jack Dickey '09, Alexander Heffner '08 and Harvard freshman Prateek Kumar '07 fielded questions in a CNN panel discussion taped Wednesday in the library's Freeman Room to be aired in the coming weeks.

The four PA students discussed their involvement in Scoop08.com and the upcoming national election with Emmy award-winning host Rick Sanchez.

The panel discussion will air as an upcoming segment in the CNN television series entitled "The League of First Time Voters."

Scoop08.com, the brainchid of co-founders Heffner and Andrew Mangino, a junior at Yale, is an online political magazine written by high school students from across the United States and abroad.

Anchor Rick Sanchez interviews the six participants.

Candidates Plaster Uncommons with Colorful Campaign Posters

A life-size poster of Ishan '09 covers one wall of Uncommons, flanked by a hot pink poster urging students to vote for Michele '09. On another is a headshot of a smiling Arun '09 reading, "Vote Arun."

As the race to become the next student body president has kicked off, candidates have begun their campaign blitzes. With Uncommons as a single space and with many bulletin boards surrounding the area, many candidates have chosen to hang posters, some small, some big, and some huge.

Arun said, "I need a lot of people to know my face, to be able to associate a name to go with my face. What better than a 'ginormous' poster of myself?"

RECENT NEWS

International Club Aids Earthquake Victims

Countless times throughout the school year, students are reminded to place emphasis on the importance of diversity within our student body through the saying, "Youth from every quarter." The phrase is well justified, as the Phillips Academy student body consists of students from 23 countries and 47 different states, with over ten percent international students. This immense amount of diversity was epitomized at the International Festival, hosted by the International Club, where food from nearly every quarter of the world was sold.

"The festival went fantastically. Through the many generous donations made by downtown restaurants, all the food sold was pure profit, which translated to a lot more money to help the Chinese earthquake victims and the cyclone-stricken Burmese," said the co-head of the International Club.

300 Participate in Annual Day of Silence Protesting Hate Against LGBT Students

The campus seemed quieter than usual last Friday.

Students protested discrimination against lesbians, gays, bisexuals and transgenders by remaining silent during the 12th annual National Day of Silence.

Nearly 300 Andover students signed up in Commons to take the vow of silence. Though not everyone who signed up participated, Frank Tipton, faculty advisor for gay, lesbian and bisexual issues and instructor in history said he felt the Day of Silence achieved its goal of raising awareness.

Nette '09, president of GSA and arts editor of *The Phillipian*, said, "We are silent on this day in order to recognize the LGBT teens across the nation who are forced to be silent. They shouldn't need to stay silent."

Editors and Club Presidents Pass Torches to Underclassmen

As Seniors turn their focus from studying to suntanning, they are turning their extracurriculars over to new student leaders.

Though some clubs already have new boards up and running, others are just beginning to review leadership candidates for 2008-2009.

"A great majority of the time, it's a pretty smooth transition from one board to the next," says Kennan Daniel, assistant director of student activities.

School publications generally have their boards switch over earlier in the school year to ensure that the new editors have support available if they need help.

PA Advanced Mock Trial Team Victorious in Debut Interscholastic Competition, Judged by Superior Court Justices

In its first interscholastic competition on Sunday, Phillips Academy's Advanced Mock Trial team defeated the St. George's School from Vancouver, Canada in the first competition judged by federal judges.

Out of 110 points, PA's Mock Trial team received 99 points, winning by a three-point lead over St. George's 96 points.

Mock Trial is in its third year as a club. The advanced team that competed on Sunday consisted of 11 students, and the novice group consisted of 9 participants.

"The trial was evenly matched and Andover performed well with their witnesses."

Rob '09, President of the Mock Trial

Happenings Around Campus

Too "Cool" for School: *The Addison Goes Mod*

This past Saturday night, Andover students were transported from snowy, present-day New England to sunny 1950's California at the Addison Gallery's "Birth of the Cool" party.

The Addison got a swanky flashback with the Saturday night party, complete with desserts, mocktails, live performances, swing dancing, outfits of bold prints, large patterns and bright colors. The air of casual sophistication was unique among on-campus events.

The event was unprecedented in its creativity. It was the first student-organized party in the Addison Gallery, and it was an event where students could gather and discuss art or just have fun. With its themed dress code, the "Birth of Cool" party atmosphere allowed students to step outside their normal personas and portray a different character.

Communicating Through Music

Normally, musicians perform under the direction of a conductor, but this was not the case this past Sunday when over 20 students performed in the Academy Chamber Music Society's concert.

Andover's Chamber Music Society does not function as many other clubs do.

At the beginning of each school year, students who express interest in the organization can speak to music teacher and performer, Holly Barnes, to audition. Barnes then organizes groups of students to perform together based on their musical aptitude.

Chamber music is performed by a small, intimate ensemble of musicians without the direction of a conductor.

Poet Robert Pinsky Inspires Audience

Former Poet Laureate Robert Pinsky would want you to read this article aloud—at least, he would if it were a poem.

Pinsky, who served as U.S. Poet Laureate from 1997 to 2000, is an established poet, editor and translator of poetry and prose. His full collection of work includes an impressive 18 books. He paid the Phillips Academy campus a visit last Friday, April 25.

Addressing the packed audience in Kemper auditorium, Pinsky's opening remark elucidating a poem was "My conversation has had to do with forgetting . . . Remembering and forgetting are the same process — you can't do one without the other."

Many of the poems that he selected to read aloud were indeed about reminiscence and forgetfulness, enlightenment and oblivion. The two ideas were blurred and interwoven throughout his works, sometimes juxtaposed and other times merged seamlessly.

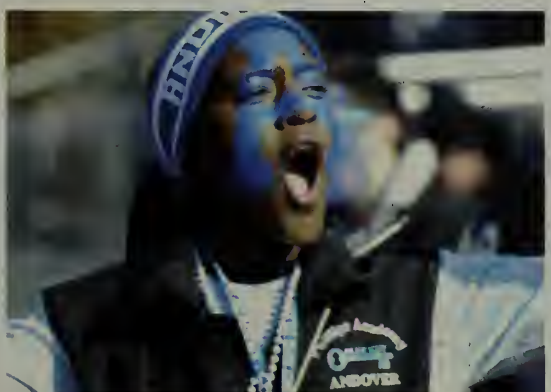
"UM became an official club last spring. Like any other club, UM was required to submit an application for review and approval, which meant finding a faculty advisor."

UNACCOMPANIED MINORS

The long hours that Andover students spend each night in the library might give us the misleading image of complacent youths, but is there really such a thing as an "obedient teen?" Three seniors recently formed an ensemble named Unaccompanied Minors. The entirely student-run ensemble is still just getting on its feet, but the group promises to make an impression on the community.

According to Lucy '08, one of Unaccompanied Minors' three co-heads, the ensemble is "by no means a rebel group." Most members regularly attend the traditional orchestra. UM is simply another chance for motivated musicians to hone their skills and play some interesting music.

Winter Pep Rally



Phillips Academy gets pumped for Winter Term Andover/Exeter games

This year, the winter term pep rally, a much-anticipated event, featured some very unique and entertaining skits that kept the audience excited and full of energy, breaking up the monotony of Winter term.

In addition to leading cheers, the ten Blue Key heads performed witty skits based on popular, contemporary television shows, as well as sports-related fragments; a mock "ESPN" show counting down the five best Andover/Exeter upsets was used to introduce the various teams.

Thor '09 said, "I thought the pep rally was really good, and very fun... Everyone likes spirit and cheering for their grades and sports, and that's obviously demonstrated by the people going to games at A/E."

PA CompSci Team Wins Invitational High School Programming Contest for Second Consecutive Year

While some Andover athletes spent the past weekend demonstrating their physical ability, others conquered opponents a week prior with brains, not brawn.

Marking its second consecutive win, the Phillips Academy Computer Science team swept the 20th annual Invitational High School Programming Contest, held at St. Bonaventure University in New York, defeating 12 other teams.

The teams were given one computer and three hours to write program solutions for nine problems. Andover solved all of the problems correctly.

The challenges included simulating children's games, analyzing statistics and detecting tumors in an MRI image.

The contest judged teams both on accuracy and speed, but the time totals for all teams only included minutes on winning problems.

In preparation for the contest, the team held practice for three and a half hours at a time, during which the team members tried to simulate the actual competition.

"Every program had to be absolutely perfect—from calculations to spelling and punctuation—or else the program was considered incorrect."

ACKNOWLEDGEMENT: Many thanks to the student writers and editors whose *Phillipian* stories have been excerpted here.

STUDENT ORGANIZATIONS

AT-A-GLANCE

MEMBERS ELECTED:

Blue Key Society
Student Council
Cluster Council

OPEN TO ALL:

ARTS/DRAMA

Andover Shakespeare Society
Art for Expression
Drama Lab
Studies in Italian Art
Under The Bed Improv

COMMUNITY SERVICE

Amnesty International
Andover/Lawrence String Program
Andover Philanthropist Society
Oxfam
PA First Tee
STAND
UNICEF Club

ECONOMICS

Andover Economics Society
Andover Mock Investment Club
Andover Micro Investment Initiative, Inc.

ENVIRONMENTAL

Eco-Action
Energy Resources Awareness Council

HEALTH

Andover Drug and Alcohol Awareness Committee
Andover Sexual/Domestic Violence Awareness
Campuses Against Cancer

LANGUAGE

Andover Classical Club
Arabic Club
Constructed Languages Club
French Club
German Club
Russian Club

MATH/SCIENCE/TECHNOLOGY

Andover Science and Technology Club
Computer Science Club
Math Club
Robotics Club
Science Club
Techmasters

MULTICULTURAL

Af-Lat-Am Society
African Student Union
Alianza Latina
Andover Japanese Connection
Andover Korean Society
Andover Southern Society
Asian Society
Chinese Taiwanese Student Association
Community Awareness for Everyone (CAFÉ)
Gay Straight Alliance
Greek Orthodox Student Union
Indo-Pak Society
International Club
Women Internationally Living and Learning (WILL)
Women's Forum

MUSIC

Andover Glee Club
Andover Society of Hip-Hop
Azure
Gospel Choir
Handbell Choir
Modern Music Production Club
PA Drumline
Rhapsodies in Blue
Unaccompanied Minors
Yorkies

POLITICS/LAW

Andover Ethics Society
Andover First Amendment Society
Andover Independents Club
Andover Mock Trial
Andover Political Union
Andover Republican Club
Justice NOW!
Model United Nations
PA Democrats

PUBLICATIONS/FILM

Backtracks
Japanese Animeshon Club
Movie-Making Fanatics
Phillipian
Pot Pourri
The Record

RADIO

WPAA

RELIGIOUS

Andover Christian Fellowship
Andover Interfaith Council
Catholic Student Fellowship
Hindu Student Union
Jewish Student Union
Muslim Student Union

SPECIAL INTEREST

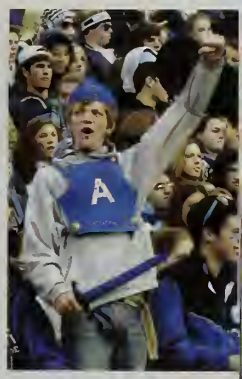
Andover Ambassadors
Andover Archaeology and History
Andover Geo-Social Forum
Cryptology Club
Darsana
Headlines
Mediators
Philomathean Society

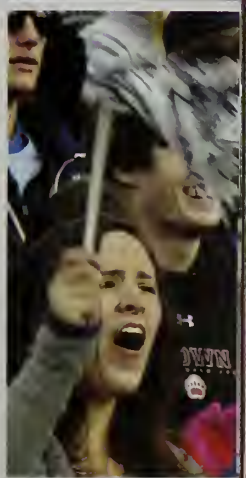
SPORTS/GAMES

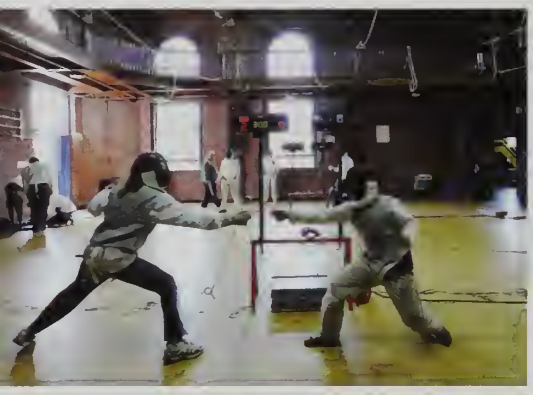
Andover Rock Climbing Society
Chess Club
FIFA Club
Ping Pong Club

Compete and be well.

En garde. Hike! Slide! Spike! Ohmmm. The sound of balance has many intonations at Andover. Do you consider yourself an Athlete or an athlete? A serious competitor, a let's-try-it-and-see beginner, or someone in between? Andover's athletic program, both broad and deep, offers dozens of sports, dance, and movement options at every level of instruction. As a competitive athlete you will work with coaches widely recognized as the best in secondary education. Varsity teams also face strong interscholastic competition from other independent schools and from Boston-area colleges. If you are more of a recreational athlete, try out cluster sports (intramural teams) in soccer, Ultimate Frisbee, or squash to name a few. Take an instructional class in water polo or hip hop or yoga. We celebrate the multi-season athlete—the diver who is also the lacrosse player, the cross-country runner/ice hockey player/dancer. With athletic facilities among the finest in the country, Andover offers many enriching ways to connect body, mind, and spirit—to find just the right balance in your life at Andover. Oh, and the contagious Big Blue spirit—that is deep devotion, pure lunacy, and all Andover.



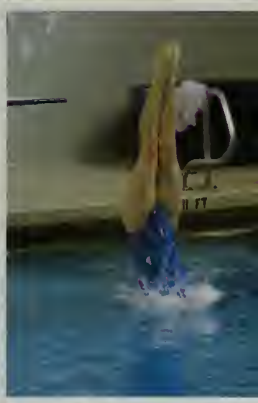




Slam
Slam

EXETER
12

36



10

ATHLETICS

AT-A-GLANCE

PARTICIPATION AT ALL LEVELS In keeping with Andover's commitment to provide a depth and breadth of choices to its students, the athletic department offers dozens of sports, dance, and exercise options at every level of instruction. The training room is fully staffed with three certified athletic trainers who work with the school physician and the staff at Isham Health Center. Recreational athletes have as options not only intramural and instructional sports, but such special programs as Outdoor Pursuits, classical ballet, basic fitness (FIT), modern dance, yoga, and aerobics. All juniors (ninth-graders) and lowers (tenth-graders) also take one challenge-based physical education course five hours a week for one term. These students are tested for physical aptitude and instructed in safety, health, and exercise physiology, learn drown-proofing, master a ropes course, and gain the information and skills they will need to maintain lifetime wellness.

FALL

INTERSCHOLASTIC

Cross Country (BV, BJV)
Cross Country (GV, GJV)
Field Hockey (GV, GJV, GJV2)
Football (BV, BJV)
Soccer (BV, BJV, BJV2, BJV3)
Soccer (GV, GJV, GJV2)
Volleyball (GV, GJV)
Water Polo (BV, BJV)

Basic Fitness (FIT)
Classical Ballet
Intramural Soccer
Instructional Crew
Instructional Fencing
Instructional Golf
Instructional Skating
Instructional and Recreational Squash
Instructional Swimming
Instructional and Recreational Tennis
Instructional Volleyball
Modern Dance
Outdoor Pursuits
Pilates
Spinning
Spirit Leaders of Andover Madness (SLAM)
Yoga

WINTER

INTERSCHOLASTIC

Basketball (BV, BJV, BJV2)
Basketball (GV, GJV, GJV2)
Hockey (BV, BJV)
Hockey (GV, GJV)
Nordic Skiing (BV, GV)
Squash (BV, BJV, BJV2)
Squash (GV, GJV, GJV2)
Swimming and Diving (BV, BJV)
Swimming and Diving (GV, GJV)
Indoor Track (BV, BJV)
Indoor Track (GV, GJV)
Wrestling (BV, BJV)

Basic Fitness (FIT)
Classical Ballet
Instructional Squash
Intramural Basketball
Junior Basketball
Modern Dance
Outdoor Pursuits
Recreational Nordic Skiing
Senior Squash
Spinning
Spirit Leaders of Andover Madness (SLAM)
Yoga

SPRING

INTERSCHOLASTIC

Baseball (BV, BJV, BJV2)
Crew (BV, BJV)
Crew (GV, GJV)
Cycling (COED V)
Golf (COED V)
Lacrosse (BV, BJV, BJV2)
Lacrosse (GV, GJV, GJV2)
Softball (GV, GJV)
Tennis (BVA, BVB, BJV)
Tennis (GVA, GVB, GJV)
Track and Field (BV, BJV)
Track and Field (GV, GJV)
Ultimate (V)
Volleyball (BV, BJV)
Water Polo (GV)

Basic Fitness (FIT)
Classical Ballet
Double Dutch
Intramural Ultimate Frisbee
Instructional Fencing
Instructional Tennis
Instructional Skating
Instructional Squash
Instructional Swimming
Instructional Volleyball (G)
Modern Dance
Outdoor Pursuits
Pilates
Senior Tennis
Spinning
Yoga

Perform and create.

The arts flourish at Andover. Intellect combined with artistry leads students on astonishing journeys in search of self and connection with others who share their grace and sensibilities or with whom they have nothing in common. Our students are first and foremost scholars, yet many are also practicing artists.

You may come to Andover as an accomplished violinist, modern dancer, anime artist, or painter. We have the faculty and the facilities to keep the terrain challenging and fresh. Perhaps you have never picked up a pastel but always wanted to capture mountains, or illustrate your graphic novel, or make a public service film. Maybe you play piano by ear and finally would like to read music, or investigate the theories of music and tone, or take ballet for the first time. You may captivate a full house with your solo on a Steinway grand or perform with the 100-member orchestra. You will learn to master the butterflies that swirl in your stomach before a live show and impress the community with your talent and grace.

With all of the arts opportunities at Andover—from the walls of the gallery to the stage of the chapel—you are bound to find a most satisfying path for your self-expression.

Sayer

WENHAM, MASSACHUSETTS

"My head is always halfway in the studio and my body always waiting to get there." She found in Andover the high school of her wishes: stimulating programs in academics and dance. ■ "Andover transformed me as a dancer. I have always pushed myself a lot, and I expected a lot out of the program. I was so uptight at first. Opening up to modern and jazz dance brought my ballet to a whole new level. There are so many opportunities to perform here. I'm improving because I'm dancing more and having more fun." ■ "Instead of narrowing who I am, I feel dance has driven me to be my best," says Sayer. "It has taught me discipline and work ethic and how to balance all of the demanding aspects in my life. I don't like to think that all there is to me is dance. I think dance is the core from which the rest of my character grows."

Max

SPEARFISH, SOUTH DAKOTA

His muse found him in a church basement. While his friends pounded the keys of the tired upright piano, 7-year-old Max teased apart the melodies of hymns. He moved on to a portable keyboard at home—earning a quarter from his dad for every Led Zeppelin tune he picked up by ear. ■ Max grew up fly-fishing, skiing, and loving his home at the foot of the Black Mountains. His first piano gig was in a nursing home—he played for milk and cookies. He appeared in coffeehouses and lounges in several states, recorded CDs, learned about the music business, and won a national kid talent contest. ■ Max joined Andover as an upper (Grade 11). "I knew from my first visit to Andover, when I got swept into a two-hour jazz improv session, that I had not only found my academic challenge, but my musical challenge, as well." ■ Jamming with visiting Tibetan monks, absorbing the diverse world rhythms of fellow musicians into his own compositions, playing for audiences with his jazz trio—it's the "unexpecteds" that make Andover so great. "What happens here is a fusion. It's so powerful."

Kevin and Kyle

WOOSTER, OHIO

The graduating class of St. Mary's Elementary School was 22 percent Kevin and Kyle. None of the other seven graduates were identical twins or saxophone players. When they came to Andover they were still the only twins in their class, but they were far from the only musicians. At Andover, they have grown more independent, in general, and also more independent of each other. They live in separate dorms, take different classes, and have spent the summer thousands of miles apart (Kevin in Russia, Kyle in China). They have never really had the psychic synchronicity that people expect, except when it comes to music. They both play sax in Andover's full Concert Band (Kevin,, tenor; Kyle, alto) and break down into smaller musical groups during the week. With fewer instruments, the combos are more chamber-like. They competed in a Battle of the Bands on drums and bass guitar, recorded a song in the WPAA studio, and composed jazzy music. They are drawn to music that is "melodious yet has certain chords that complicate that."

Simone

GLOUCESTER, MASSACHUSETTS

"My first travels to Thailand inspired me to delve deeper into issues of identity and how one perceives and represents self." ■ Simone combines her artistry (painting, photography, textiles) with a passion for human rights and community service. For three summers, Andover has made possible Simone's independent studies in Thailand. ■ "The following year in Thailand, through field research and photography, I examined the role of women in rural village societies with agrarian economies. I instituted a self-portrait project with children from village schools—the process and resulting drawings went far beyond my expectations and produced surprising interpretations of identity. I returned to Thailand last summer with art materials and artist papers to introduce and enliven children's imaginations to the creative process. When I returned to Andover, I coordinated an exhibition, *Foreign Findings*, in the Gelb Gallery," Simone says. ■ "Art is proof of existence. The things we make are records and capsules of a moment in time and state of being. To create is to establish our voice and role in the world and mark its surface with our unique footprints."

Abby

VERO BEACH, FLORIDA

Abby grew up in the "Citrus Capital of the World," on the stage of what she says is "the most fantastic children's theatre in the world . . . I didn't want to go to boarding school; I wanted to go to Andover." ▪ The quality and quantity of Andover productions astounded her. And the "scene" has only erupted more since she arrived as a ninth-grader. ▪ As producers of Drama Lab, Abby and Lucas, along with two other seniors, did it all. "We approached Drama Lab like it was a creative business. There used to be one poorly attended Drama Lab production every two weeks on a Sunday afternoon. We changed it to three 20-minute, student-directed one-act shows every Friday night. The response has been phenomenal in terms of audience (about 10 percent of the school comes out) and in the stacks of applications to direct and participate." ▪ Drama Lab alone amounts to about 30 or 40 shows annually. Abby also has produced the much-anticipated Grasshopper Night ("a high school talent show done really well") and the exhilarating and exhausting 24-Hour Play event. "Andover literally gives you the keys to the theatres and great faculty mentoring, and the rest is up to you."

Chelsea

GOSHEN, KENTUCKY

A man heard a young harpist play on the radio. He, by chance, ran into her father in a country store in Kentucky. His high school alma mater in New England would be perfect for the gifted musician, he said. That serendipity brought Chelsea, the self-described country girl, to Phillips Academy. ■ "I'm really happy with nature and fields, being with horses and dogs," Chelsea says. "Then I found that Andover was the only school to employ a harp teacher. Music theory is top notch. Music is really integrated into my life now. It's a lot with academics, but hard work never hurt anyone, and I enjoy being here." ■ Chelsea has toured major U.S. cities with Andover's full Chamber Orchestra and the Cantata Choir and has flourished as a solo artist of the harp. "When I really know a piece, I go into a trance—not remembering my fingers, they are just working on their own. Just feeling and breathing. I don't worry about the music anymore. I just am."

THE ARTS

AT-A-GLANCE

1
Performance of the *Nutcracker* every other year

1
Theatre and dance tour to the Edinburgh Fringe Festival every other year

1
Hand bell choir

1
Rock music practice room

2
Student-run dance groups: Blue Strut (jazz) and Hypnotic (hip-hop)

2
Percussion practice rooms

3
Areas of exploration in the visual arts: two-dimensional design, three-dimensional design, and electronic imaging

3
Theatres on campus; student art exhibitions each year; music performance spaces

3
Main stage dance shows each year: two faculty-choreographed and one student production, The Dance Open

3
Choral opportunities, including:

90-member Chorus

35-member Gospel Choir

15-member *a cappella* group

3
Major theatrical performances each year with sets and costumes

4
Orchestras, including:

100-member Academy Orchestra

35-member Chamber Orchestra

20-member Amadeus Ensemble

20-member Corelli Ensemble

4
Choreo Labs per year

9
Final Cut Pro editing suites

11
Performance music ensembles

12
Recent Cantata destinations. The choir has performed in Italy, Puerto Rico, Bermuda, China, Montreal, Prague, Budapest, Ireland, and Hawaii, among other places.

16
Grand pianos available for practice including a new Steinway Concert Grand in Cochran Chapel

19
Music practice rooms

30
Smaller student-produced and directed theatre productions each year

45
Teachers who give instrumental music lessons, from banjo to bagpipes and everything in between

70
Student, faculty, and guest artist concerts on campus each year

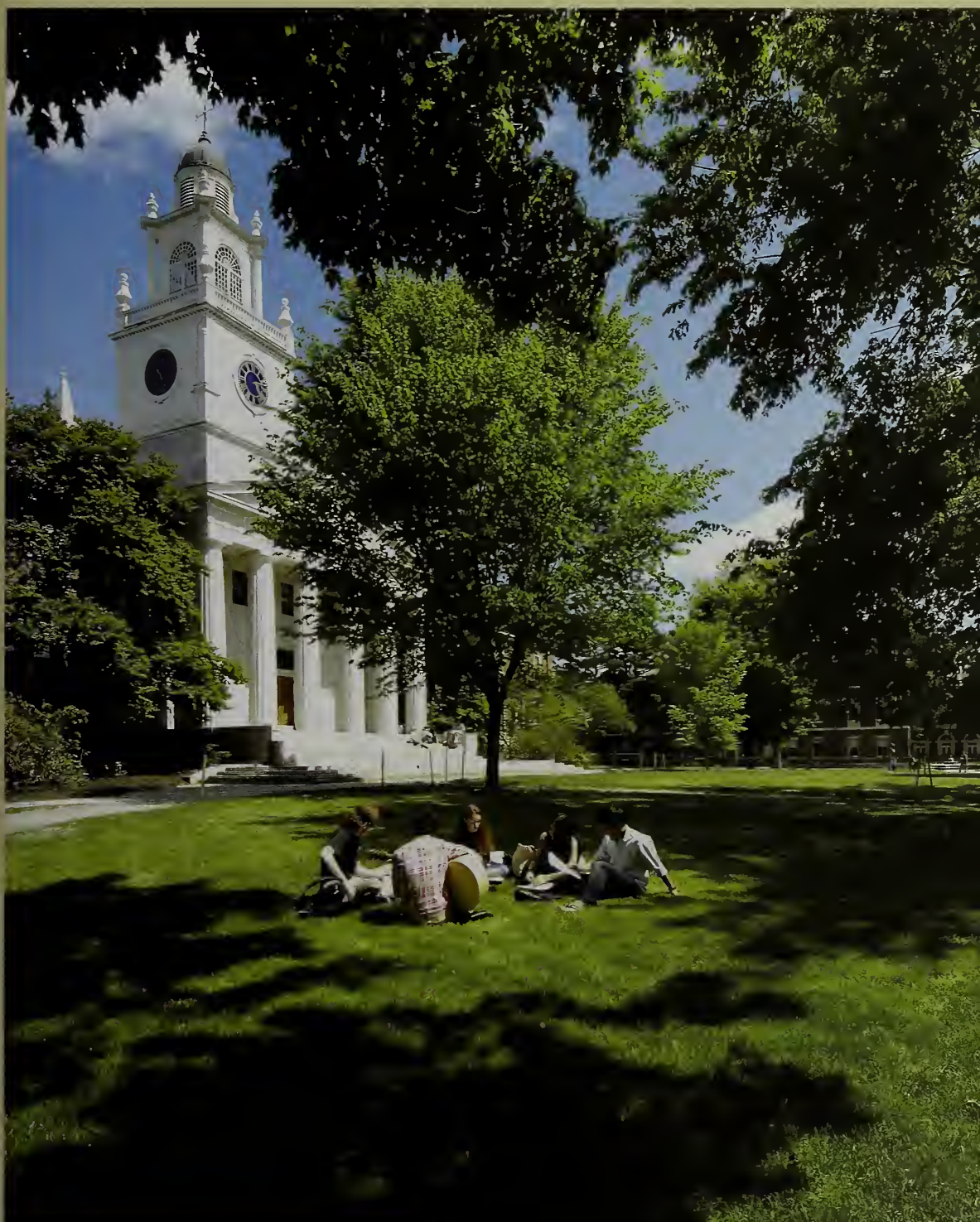
120
Digital and video cameras dedicated to the arts program

400
Videos produced and edited by students in a given year

Explore.

Andover's campus, on first view, is the quintessence of a New England residential academy. Historic buildings, a bell tower, elm-shaded paths connecting our small neighborhoods, many playing fields, statuary, wood-paneled dining halls. But wait. Look closer and you will find that history is preserved not just for antiquity's sake. Our 500-acre campus is a hub of intellectual activity—set only 21 miles from Boston in the picturesque town of Andover, Massachusetts. Consider these resources. One hundred and nine classrooms: more than 200 computers; language and music laboratories; a licensed radio station streaming audio online; 24 extensive science laboratories and classrooms in the Gelb Science Center; an 85-acre bird sanctuary; a swimming pool—the list goes on. In its 16th-century origin, the word *facility* meant "the unimpeded opportunity for doing something." That's how we look at our *facilities* at Andover—giving students unimpeded opportunities to succeed, as well as to be enchanted.

SAMUEL PHILLIPS HALL



SamPhil, as it's affectionately known, is our iconic central classroom building. Built in 1924, the architect moved two brick dormitories and a faculty residence to provide unobstructed views of the quad and beyond.

COCHRAN CHAPEL

Every Wednesday, the Academy comes together in the chapel for All-School Meeting. Assembling the entire community in one space is so important that a balcony was added in 1998.

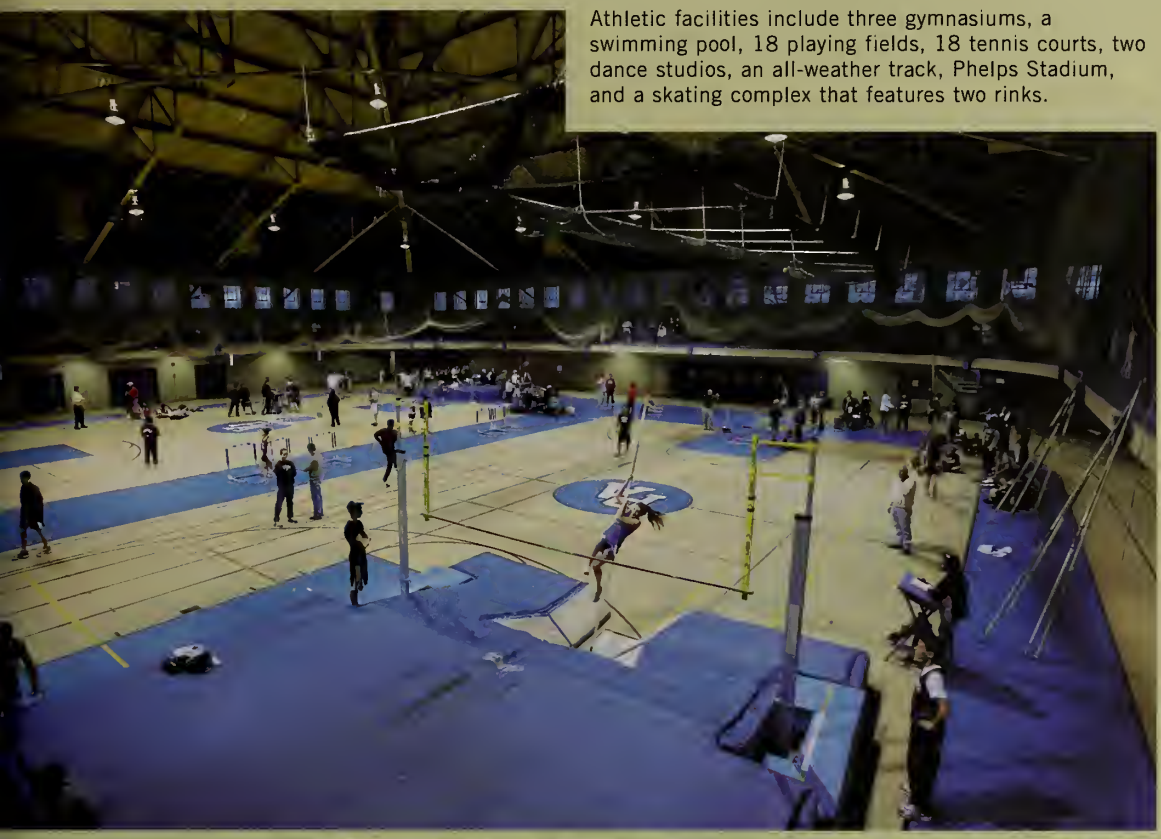
With more than 150,000 volumes, Andover's library is the largest secondary school library in the country. Built in 1929, it is named for the 1825 graduate, physician, poet, wit, and father of Supreme Court Justice Oliver Wendell Holmes Jr.

MEMORIAL BELL TOWER

Built in 1923, the tower was constructed, in part, to remember Phillips Academy alumni who lost their lives in World War I. Behind it you will find the Shuman Admission Center.

ATHLETIC COMPLEX

Athletic facilities include three gymnasiums, a swimming pool, 18 playing fields, 18 tennis courts, two dance studios, an all-weather track, Phelps Stadium, and a skating complex that features two rinks.



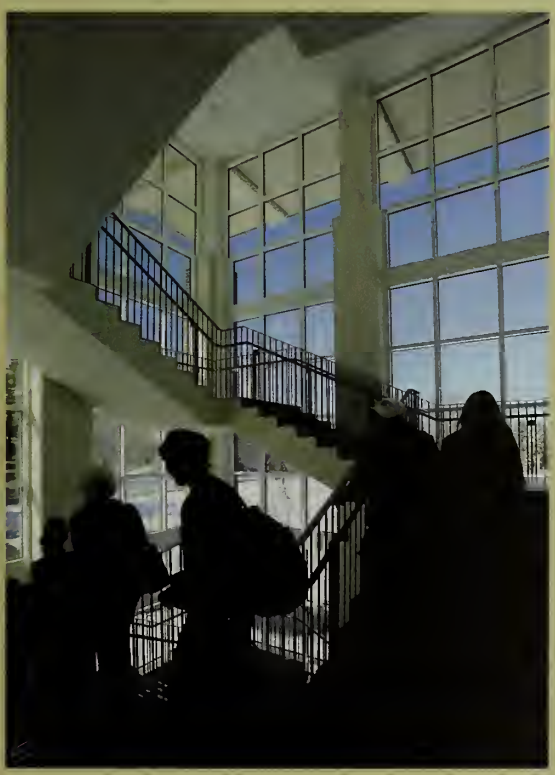
Play lacrosse or Frisbee. Read a book. Hang out with friends. Enjoy.

Its name commemorates a visit Washington made in 1789. He was so impressed with the Academy, he influenced one nephew and eight grandnephews to attend. It's where you will find Head of School Barbara Landis Chase and her famous field hockey stick, as well as student mailboxes.

ELSON ART CENTER

The place on campus to *do* art and *view* art, the Elson has studios, classrooms, a multimedia center, and an auditorium, as well as galleries for student and faculty shows.

GELB SCIENCE CENTER



Opened in 2004, the Gelb was designed to encourage students to learn science by doing science. The "environmentally sensitive" center, with its state-of-the-art technology and flexible lab and classroom space, encourages collaboration.

PARESKY COMMONS

Paresky Commons, which was recently renovated, features four large dining halls where students, faculty, and staff eat, socialize, and collaborate.

BULFINCH HALL

The oldest classroom building on campus (1818), Bulfinch has weathered much in its storied existence, including fire during its use as a gymnasium in 1896 and its transformation into a dining hall in 1901. Since 1937 it has remained the English department headquarters.

The Addison Gallery of American Art and the Robert S. Peabody Museum of Archaeology are resources unique to the Academy. Serving as both a nationally recognized museum and an educational resource for the school and the region, the recently renovated Addison Gallery includes works by John Singleton Copley, Winslow Homer, Edward Hopper, Alexander Calder, and Frank Stella '54, to name just a few. For more than 100 years, the Peabody Museum has been at the vanguard of the development of American archaeology as a discipline. The museum contains approximately 600,000 objects, photos, and documents that reflect more than 12,000 years of diverse indigenous cultures.

CAMPUS

AT-A-GLANCE

PHILLIPS ACADEMY'S 500-ACRE CAMPUS rolls across a spacious hilltop in the town of Andover, Massachusetts. Elm-shaded paths crisscross campus lawns and quadrangles, leading to more than 150 buildings—from the oldest, Foxcroft (a dormitory named after the wife of Samuel Phillips Jr., who donated funds to build it as a facility to house the Andover Theological Seminary in 1808), to the state-of-the-art Richard L. Gelb Science Center, completed in 2004. The Addison Gallery of American Art on campus thrives as an educational center known internationally for its dynamic exhibitions and its own substantial collection. The Oliver Wendell Holmes Library manages more than 150,000 volumes and the Academy's extensive archive. The Robert S. Peabody Museum of Archaeology runs field courses and houses an extensive collection of Native American artifacts. The 85-acre Cochran Bird Sanctuary is an idyllic woodland of massive rhododendrons, ponds, and wildlife tucked into a quiet campus corner.

1636
Year the town of Andover was originally settled under the Native American name Cochichawicke

1646
Year the town of Andover was incorporated

1778
Year of the founding of Phillips Academy in Andover

RESOURCES

1
State-of-the-art theatre complex, astronomical observatory, video and electronic imaging center, language and music laboratories, licensed radio station streaming audio online, and recording studio

1
Swimming pool, all-weather track, diving pool, crew boathouse, fitness center, stadium, turf field, and wrestling room

2
Dance studios and basketball courts, skating rinks, and nationally recognized museums

3
Theatres and gymnasiums

8
Squash courts

18
Playing fields and tennis courts

35
Art and music studios and practice rooms

85 acres
Bird sanctuary

109
Classrooms

200+
Computers available to students

500 acres
Lawns for Frisbee, lounging, and casual gymnastics

598
Dormitory rooms

$700 million
Approximate endowment (as of May 31, 2010) that supports student scholarships and tuition, maintenance of the campus, academic programs, and the Academy's faculty

Phillips Academy
ANDOVER
MAIN ST
SALEM ST
PHILLIPS ST.
OLD CAMPUS RD
CHAPEL AVE
HIGHLAND RD
HIDDEN FIELD RD
RT 28
Harrison and
South Ice Rinks
PULL OPEN TO VIEW FULL CAMPUS MAP

CAMPUS MAP KEY

2 Abbot Hall
3 Adams Hall* [WQS]
4 Addison Gallery of American Art
82 Admission Office [*Shuman Admission Center*]
5 Alumni House* [ABB]
6 America House* [ABB]
8 Andover Cottage* [WQN]
9 Andover Inn
13 Bancroft Hall* [WQN]
19 Bartlet Hall* [FLG]
22 Benner House [*Art*]
63 Bertha Bailey House* [ABB]
23 Bishop Hall* [WQN]
24 Blanchard House* [WQS]
78 Borden, Memorial and Abbot Gymnasiums
25 Bulfinch Hall [*English*]
26 Burtt House* [FLG]
175 Carriage House* [ABB]
28 Carter House* [ABB]
29 Case Memorial Cage
36 Churchill House
66 Claude M. Fuess House* [PKN]
37 Clement House* [ABB]
38 Cochran Chapel
42 Cooley House
47 Day Hall* [FLG]
48 Double Brick House* [ABB]
49 Draper Cottage* [ABB]
50 Draper Hall
53 Eaton Cottage* [WQN]
161 Elbridge Stuart House* [PKN]
12 Elson Art Center
55 Gelb Science Center [*Science*]
60 Flagg House* [ABB]
62 Foxcroft Hall* [FLG]
64 French House* [ABB]
169 George Washington Hall
72 Graham House [*Psychology*]
73 Graves Hall [*Music*]
140 Hearsey House* [FLG]
189 Isham Dormitory* [WQN]
99 Isham Health Center
101 Johnson Hall* [WQS]
104 Log Cabin
111 McKeen Hall
112 Memorial Bell Tower
116 Morse Hall [*Mathematics*]
117 Morton House* [ABB]
162 Moses Stuart House
80 Nathan Hale House* [PKN]
120 Newman House* [FLG]
121 Newton-Hinman House
98 1924 House
95 Oliver Wendell Holmes Library
40 Paresky Commons [*Dining Hall*]
123 Park House
135 Paul Revere Hall* [FLG]
126 Pearson Hall [Classics]
127 Pease House* [WQN]
128 Pemberton Cottage* [WQN]
129 Phelps House
133 Phillips Hall
84 Power Plant
11 Robert S. Peabody Museum of Archaeology
137 Rockwell House North* [WQN] and South* [WQS]
143 Samaritan House* [ABB]
131 Samuel Phillips Hall [*History and World Languages*]
146 Smith House* [FLG]
150 Alfred E. Stearns House* [ABB]
151 Abbot Stevens House* [PKN]
152 Henry L. Stimson House* [PKN]
159 Stott Cottage
160 Stowe House* [ABB]
165 Taylor Hall* [WQS]
166 Thompson House* [WQS]
168 Tucker House* [WQS]
21 Alice Whitney House* [ABB]

***Dormitory**

ABB Abbot Cluster
FLG Flagstaff Cluster
PKN Pine Knoll Cluster
WQN West Quad North Cluster
WQS West Quad South Cluster

Areas of Interest

A Abbot Circle
B Armillary Sphere
C Chapel Cemetery
D Dormitories around Rabbit Pond
E The Grove
F Memorial Place
G Merrill Memorial Gateway (Abbot Gates)
H Moncrieff Cochran Sanctuary
I Old Main Campus
J West Quadrangle dormitories

Playing Fields and Tennis Courts

K Brothers Field
L Phelps Stadium
M Isham Field
N Phelps Park
O Rafferty Field
P Rockwell Tennis Courts
Q Sorota Track
R Smoyer Family Field

THE HISTORIC TOWN OF ANDOVER, founded in 1646 in Essex County, is home to Phillips Academy. With more than 31,000 residents spread across 32 square miles, the town is a bustling combination of rural New England charm and high technology business.

Throughout its history, Andover has had brushes with both notoriety and fame—from connections to the Salem witch trials of 1692 to the Battle of Bunker Hill, where 350 Andover men saw action. During a postwar visit, President George Washington, was so impressed by the young Phillips Academy that he later sent members of his family to school here.

Long before the Civil War, the antislavery movement caught fire in Andover. Harriet Beecher Stowe wrote *Uncle Tom's Cabin* just before moving to Andover with her husband, who assumed leadership of the Andover Theological Seminary—then on the grounds of Phillips Academy. Andover became an active stop on the Underground Railroad. And when war came, more than 600 Andover men marched south with the Union Army. Later, Sojourner Truth made trips to Andover, campaigning for women's rights and racial equality.

The 20th century brought industrialization and textile mills to Andover and nearby Lawrence. The nation's first "model industrial community," named Shawsheen Village, was built on Andover's northern edge to house the headquarters and residences of American Woolen Mills' management.

Today, the heart of Andover lies along Main Street, which runs through the primary business district and up the hill to the Academy's leafy campus. Students can make the trip on foot—in roughly 10 minutes—to Starbucks, the venerable Andover Book Store, Bertucci's restaurant, the tiny landmark Lantern Brunch, a major pharmacy, and a mix of clothing, sports, and gift stores. A commuter rail station in town allows students to take full advantage of the arts, sports, entertainment, and educational and historic attractions in nearby Boston and Cambridge, only 20 miles to the south.

For directions see: *www.andover.edu/about_andover/visiting.htm*

LOCATION

AT-A-GLANCE

PHILLIPS ACADEMY'S LOCATION provides unique access to a rich mix of topography, urban amenities, athletic venues, and cultural and intellectual opportunities. Twenty-one miles north of Boston, and roughly the same distance west of Salem, Gloucester, and the sea, Andover also lies within easy reach of the mountains of Vermont and New Hampshire, the charm of Maine, and the intellectual riches of Cambridge, the Museum of Fine Arts, and many other world-class attractions.

TRAVEL DISTANCES TO ANDOVER

21 MILES	Boston, MA
58 MILES	Providence, RI
90 MILES	Portland, ME
98 MILES	Hartford, CT
196 MILES	New York, NY
282 MILES	Philadelphia, PA
401 MILES	Washington, DC
845 MILES	Chicago, IL
939 MILES	Atlanta, GA
2,688 MILES	San Francisco, CA
3,267 MILES	London, England
6,720 MILES	Beijing, China
7,878 MILES	Johannesburg, South Africa

21 MILES	Logan International Airport in Boston
27 MILES	Manchester-Boston Regional Airport in Manchester, New Hampshire

AVERAGE HIGH AND LOW TEMPERATURES

Embrace life.

For all the ways we journey together at Andover, our goal is to point you toward independence. This is not a final destination, rather a next step on an evolving exploration of life and learning. While you are with us you will be called to many challenges. You will learn to manage your time, set priorities, and see your way through difficult lessons (which may entail the very self-possessed task of asking for help). During this adventure, you will learn to assess information, grapple with big questions, synthesize seemingly unrelated sources, care for yourself, and care about others. You will learn that reaching your potential is only the beginning; push further and you will discover a new horizon. You will answer "What can I possibly do to help?" with creative solutions and assured action. You will leave Andover as an "act-er" and an "enacter." You will continue to think openly and deeply, to serve, and to lead. With goodness and knowledge as your foundation, you will develop personal values and a moral compass, both of which will guide you long after Andover. The road ahead presents a world of possibilities. It is our pleasure and privilege—Andover's teachers, staff, and alumni—to serve as guides on your quest.

Where will you go?

This week, next summer,
5 years, 10 years from now...

Andover students answer.

"To continue my studies and complete the puzzle."

"I hope to be fluent in three languages and very well traveled."

"Investigative journalism."

"To take the road least navigable—the one I perceive to be the most adventurous, with the brightest light at the end of the tunnel."

"Fly-fishing with my dad."
"I want to write an autobiography one day so I hope to live a life exciting enough for someone to want to read about."
"I want to be a surgeon, so I see many more years of school to come!"
"One day, a family."

"Go into a field that uses all the different nationalities of my life."
"I'm taking a gap year to work for an NGO in Cambodia."
"I'd like to go to a music conservatory and become an opera singer."
"TO ENJOY LIFE, SUCCEED, AND BE TRUE TO MYSELF."

"I want to be convinced that I can help save the world and am actively working to do so!"
"WRITE A BOOK."
"To be happy."
"Well, college, but beyond that, who knows? That's the fun of it all."
"I intend to study economics and Chinese in college. We'll see where that takes me."

COLLEGE MATRICULATION

AT-A-GLANCE

ADMISSION TO COLLEGE is not the only goal of an Andover education; it is the next important step in your life's journey. The college counseling office carefully guides uppers and seniors through the college admission process. Their goal is to help Andover students take charge of this important rite of passage and to provide them with the tools, the power, and the information they will need to make wise choices as they plan for their future.

CLASS OF 2011 MATRICULATION STATISTICS

SCHOOL	MAT
Amherst College	5
Arizona, University of	1
Bates College	1
Berklee College of Music	1
Boston College	8
Boston University	3
Bowdoin College	6
Brandeis University	2
Brown University	7
Bucknell University	1
California, U/Berkeley	2
California, U/Los Angeles	2
Cambridge, University of	1
Carnegie Mellon University	7
Case Western Reserve University	1
College of Charleston	1
Chicago, University of	6
Claremont McKenna College	3
Colby College	5
Colgate University	2
Colorado College	1
Columbia University	13
Connecticut, University of	2
Cornell University	11
Dartmouth College	5
Davidson College	1
Denver, University of	1
Dickinson College	2
Duke University	5
École Hôtelière de Lausanne	1
Edinburgh, University of	2
Emory University	2
Eugene Lang College	1
Fordham University	2
Franklin W. Olin College of Engineering	1
George Washington University	3
Georgetown University	6
Georgia Institute of Technology	2
Hamilton College N.Y.	2
Hampshire College	2
Harvard University	13
Harvey Mudd College	1
Haverford College	1
Hobart and William Smith Colleges	1
Holy Cross, College of the	3
Indiana University at Bloomington	1
John Jay College of Criminal Justice of the CUNY	1
Johns Hopkins University	5
Lawrence University	1
Loyola Marymount University	2
Maryland, U/College Park	1
Mass. Institute of Technology	3
Massachusetts, U/Amherst	2
Melbourne, University of	1
Miami, University of	1
Michigan, University of	5
Middlebury College	3
New York University	6
North Carolina, U/Chapel Hill	4
Northeastern University	2
Northwestern University	4
Notre Dame, University of	2
Ohio Wesleyan University	1
Pacific, University of the	1
Pennsylvania State University, University Park	1
Pennsylvania, University of	9
Pomona College	1
Princeton University	7
Redlands, University of	1
Reed College	2
Rensselaer Polytechnic Institute	1
Rice University	2
Salisbury University	1
Salve Regina University	1
School of the Art Institute of Chicago	1
School of Visual Arts	1
Smith College	2
Southern California, University of	10
Southern Methodist University	1
Stanford University	15
Syracuse University	1
Texas, U/Austin	1
Tisch School of the Arts	1
Trinity College	5
Trinity University	1
Tufts University	6
Tulane University	6
Union College	1
United States Naval Academy	1
University of Oxford	3
Vanderbilt University	4
Vassar College	1
Vermont, University of	1
Villanova University	1
Virginia, University of	2
Washington University St. Louis	7
Washington, University of	1
Waterloo, University of	1
Wellesley College	6
Wesleyan University	1
William and Mary, College of	1
Williams College	2
Wittenberg University	1
Yale University	14

MAT = NUMBER OF STUDENTS MATRICULATED

College matriculation data is as of June 30, 2011.
Five-year statistics are available online at www.andover.edu.
More information on College Counseling is on page 94.

Match the Phillips Academy alums listed below with their notable life accomplishments listed on pages 1 and 2 at the front of this catalog.

ART

[44] Walker Evans '22

[42] Ashley Kingsbury Freschette '98

[7] Horatio Greenough, student in 1814–1815

[8] Beaumont Newhall '26

[45] Frank Stella '54

BUSINESS, INDUSTRY, AND TECHNOLOGY

[17] William Drayton '61

[4] Chris Hughes '02

[24] Miles Lasater '96

[46] Thomas H. Wyman '47

ECONOMICS

[16] William S. Vickrey '31

EDUCATION

[26] A. Bartlett Giamatti '56

[40] Anthony Grafton '67

[15] Richard Theodore Greener 1865

[25] Joseph Hardy Neesima 1867

ENGINEERING AND ARCHITECTURE

[10] William LeBaron Jenny 1846

[1] Frederick Law Olmstead 1838

ENTERTAINMENT AND THE ARTS

[47] Dana Delany '74

[18] Jack Lemmon '43

[38] Duncan Sheik '88

[23] Olivia (Cockburn) Wilde '02

[61] Dan Zanes '79

EXPLORATION

[34] Ian Baker '75

[30] Hiram Bingham 1894

[6] Britton Keeshan '01

GOVERNMENT AND PUBLIC SERICE

[20] George Bush '42

[20] George W. Bush '64

[28] Annie Edwards 1855

[31] Edward E. Elson '52

[12] William H. Moody 1871

[57] Josiah Quincy 1786

JOURNALISM AND PUBLISHING

[29] H.G. "Buzz" Bissinger III '72

[9] Maro Chermayeff '80

[27] Lucy Danziger '78

[21] Ben Goldhirsch '99

[54] Jeffrey MacNelly '65

[58] Robert B. Semple Jr. '54

LITERATURE AND WRITING

[53] Julia Alvarez '67

[3] Edgar Rice Burroughs 1894

[36] Ring Lardner Jr. '32

MEDICINE

[55] Benjamin Spock '21

[32] Chris Weatherley-White '50

MILITARY

[43] Rebecca Dowling Adams '94

[39] Seth Moulton '97

[48] Rear Admiral (retired) Richard H. O'Kane '30

SCIENCE

[14] Dr. Charles Greeley Abbot 1891

[49] Mary Wilkes Eubanks '65

[35] Marvin Minsky '45

[51] Samuel F.B. Morse 1805

[56] George Hoyt Whipple 1896

[52] George M. Whitesides '57

SOCIAL ACTION AND COMMUNITY SERVICE

[19] Hafsat Abiola '92

[41] Sarah Chayes '80

[37] Justin W. Dart Jr. '49

[13] Christina Fink '82

[2] John Marks '61

[60] Maya Nath '97

[59] Murrey Nelson '80

[33] Lisa Tung '00

[5] Chris Whittier '87

[50] Fourteen members of the Class of '54

SPORTS AND ATHLETICS

[22] William "Bill" Belichick '71

[11] James P. McLane '49

For a more complete list of notable alumni and alumnae, go to www.andover.edu/about_andover/notable_alums.

Programs & Resources

Phillips Academy

ANDOVER

Includes information on costs, affordability, school visits, and application procedures beginning on PAGE 106

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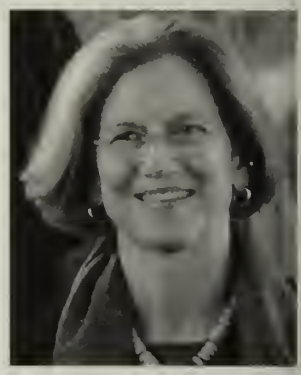


GREETING FROM THE HEAD OF SCHOOL

Barbara Landis Chase

In our contemporary world, there are few places that provide a strong sense of community to the people who live and work in them. Phillips Academy students and faculty have found just such a place. The author John Gardner writes, "The traditional community could boast generations of history and continuity. Only a few communities today can hope to enjoy any such heritage." Andover's 234-year history creates the kind of continuity that is, indeed, rare in American secondary schools or in institutions of any kind. We invite you to experience this community as you come to know Andover.

Andover was founded during the American Revolution on the principle that it would be open to "youth from every quarter" and with the motto *non sibi*, meaning "not for self." These ideals have created a culture of leadership and service that has endured since 1778.

Today, a $17 million financial aid commitment makes those ideals a reality for 46 percent of our students. Our need-blind admission policy, instituted four years ago, means that financial need is not an obstacle to admission. Andover's commitment guarantees that the demonstrated need of each enrolling student will be met 100 percent. We are especially proud to be among the very few institutions to support families in this comprehensive way.

Andover students do indeed come "from every quarter." In September, more than 315 new students will join our community from places including Colorado and Connecticut, South Carolina and South Dakota, Brazil, Switzerland, Nepal, and New Zealand. They will be welcomed by returning students from California and Canada, Jamaica and Japan, Maine and Minnesota.

They will immerse themselves in activities rarely available at the high school level. Students may study the stars from the observatory of a state-of-the-art science center. They may master a world

language such as Chinese or Russian or take part in a master class taught by a visiting scholar or performing artist. They may compete in national math or music events or act in a theatre production directed by a Broadway playwright. They may curate an art exhibition, host a radio program, join the Ultimate Frisbee team, or start a club with impact beyond Andover through microfinance. Perhaps they'll cover these activities as a reporter for the *Phillipian*, the nation's oldest secondary school newspaper.

In all this, students will be guided by faculty members who encourage curiosity and inspire greatness in their classrooms—educators who are accomplished authors, athletes, scientists, mathematicians, linguists, historians, musicians, and, above all, mentors to their students. To be sure that students get the most out of our rich academic and extracurricular offerings, we continually assess our academic program to ensure its breadth and depth, flexibility, and rigor.

The daily schedule allows time for advising and the development of critical reading and analytical writing skills. Teachers collaborate to create multidisciplinary programs that address the most challenging questions facing our global society. Seniors have the opportunity to design independent projects as a capstone academic experience. Each of these initiatives links directly to the visionary goal of our Strategic Plan, to educate "outstanding youth from every quarter by effectively challenging them to develop their potential and to depart as thoughtful, versatile, responsible participants in a global community."

Whether you visit the campus several times or come to know Phillips Academy only through this catalog and an interview, we hope the exploration will be an intriguing and enriching experience.

Welcome to Andover.

HISTORY

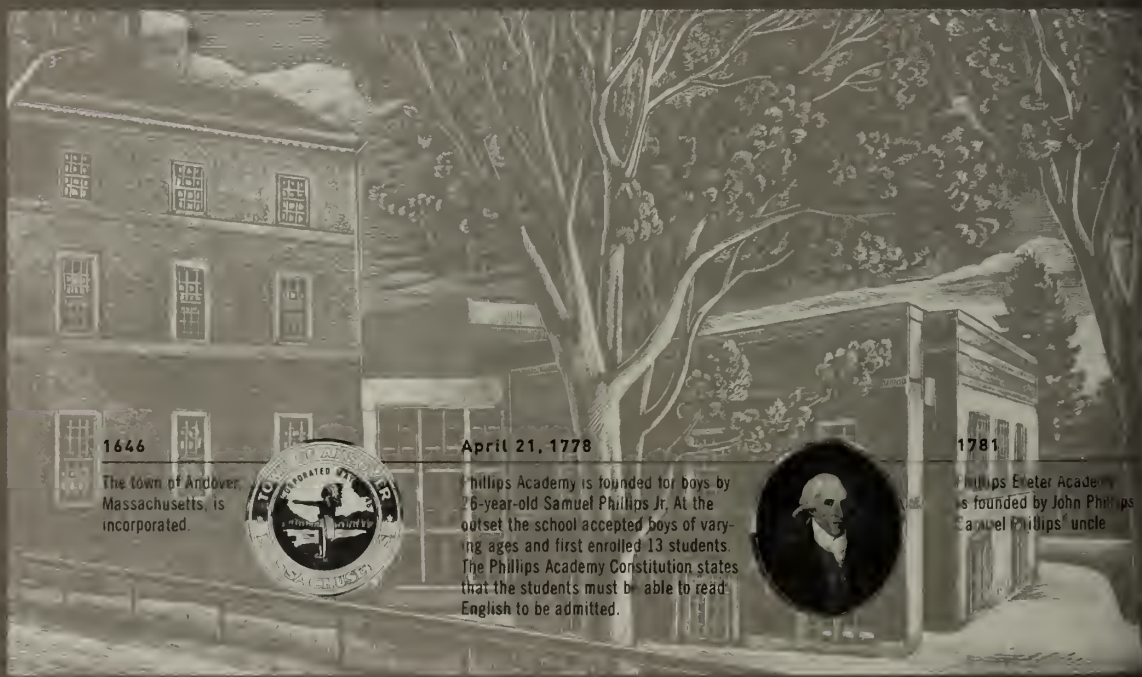
Phillips Academy, founded in rural New England during the Revolutionary War, speaks today to the richness of many traditions and is testimony to the dreams and aspirations, viable still, of its founders. Although it has been coeducational only since 1973, the recognition of the importance of education for both young men and young women was present at the beginning.

In 1778, Samuel Phillips and his wife, Phebe, made a "bargain." If she would move from Cambridge to Andover to help him in establishing Phillips Academy, he would afterward join her in founding an academy for girls. And so the commitment was made and the educational endeavor begun.

On April 21, 1778, the Constitution of Phillips Academy was signed. Both Samuel and Phebe Phillips died before her dream of a girls' school could be realized, but not before the dream could be handed on to willing hearts. In 1828, Phillips Academy trustees and other Andover residents met with Mme. Sarah Abbot to plan the school that would open its doors on May 6, 1829, as Abbot Female Academy, one of the first schools in New England to be founded for young women.

Each school in the years that followed remained faithful to the commitments made in its constitution: "to enlarge the minds and form the morals of the youth committed to its care." Each had a long and rich life and witnessed its students' growth, both in self-discovery and in service to others. And in 1973, Samuel and Phebe Phillips' bargain was realized anew as Phillips Academy and Abbot Academy merged and created a distinctive coeducational institution that combined the best of both traditions. "Finis origine pendet," the Academy seal affirms. The end does indeed depend upon the beginning.

Jean St. Pierre
Instructor in English and Theatre, Emerita
Abbot Academy
Phillips Academy


1646
The town of Andover, Massachusetts, is incorporated.
April 21, 1778
Phillips Academy is founded for boys by 26-year-old Samuel Phillips Jr. At the outset the school accepted boys of varying ages and first enrolled 13 students. The Phillips Academy Constitution states that the students must be able to read English to be admitted.
1781
Phillips Exeter Academy is founded by John Phillips Samuel Phillips' uncle

THE ACADEMIC PROGRAM

Andover's academic program offers a strong and broad foundation in the arts, humanities, mathematics, and natural sciences. The Academy's extensive and rigorous curriculum, along with its flexible approach to teaching and individual development, not only prepares students superbly for college, but instills in them a lifelong love of learning.

Between the ages of 14 and 18, students make significant leaps in their cognitive development. Andover varies its teaching methods to suit these developmental stages and to present effectively the material and methods of inquiry specific to each discipline. Initial placement in math, science, and foreign language varies according to the level of accomplishment each new student exhibits upon arrival. Quickly paced introductory courses provide the structure and guidance necessary for young learners to build basic skills and to handle progressively more difficult material. At the same time, students who are exceptionally capable in certain areas of study are encouraged to enter the curriculum at advanced levels.

As students progress, they are presented with increasing choice so they may fashion a largely individualized program in their senior year. For advanced students, Andover provides extensive elective offerings, with courses beyond the college entrance level. Before they graduate, students may do research with recombinant DNA, study the calculus of vector functions, compose a major musical work, or direct a play.

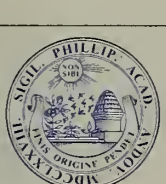
Students also have the opportunity to participate in an increasing and evolving array of programs that span the globe. Current examples include service learning in the neighboring city of Lawrence; archaeology in Central America; and language immersion in Europe and China. Through these programs, as through our core curriculum, Andover strives to educate its students and faculty to understand the world *and* its challenges from a global perspective.

An open-minded perspective also informs Andover's approach to teaching. Our dynamic teachers reject the rigid orthodoxy of a single teaching method in favor of techniques that suit the material at hand. Students find themselves in small class discussions one day and in a group project the next; they conduct research, prepare and present demonstrations, and question guest lecturers; they think, write, compute, and experiment. In short, they learn to examine the world from many different points of view. The result is a vibrant program rooted in a philosophy of "learning by doing" that is constantly evaluated for its effectiveness. Our teachers debate pedagogy, review and adapt offerings, revisit syllabi, and integrate new technologies.

Mindful of our faculty's multiple talents and scholarship in their respective disciplines, the trustees and alumni of Phillips Academy have established a number of generous professional development funds to support term sabbaticals, year-long sabbaticals, summers abroad, and winter break opportunities. Faculty take these opportunities to develop new courses, conduct research abroad, study

1782

Paul Revere, known as the best craftsman of metals in Boston at the time, is commissioned to make the Phillips Academy seal. Around the symbol of a rising sun and a hive of industrious bees, he cast the educational faith of Andover's founders—"The end depends upon the beginning." The founders' religious and patriotic commitment to the common good is symbolized by the second motto on the silver seal, *non sibi*, meaning "not for self."



1789

President George Washington stops at Phillips Academy during his tour of New England. Washington addresses the school and holds an informal reception, which he attends on horseback.

1789

The first scholarships from John Phillips are recorded "in consideration of further promoting the virtuous and pious education of Youth."

across disciplines, author books and textbooks, and complete advanced degrees. They collaborate on research and projects as far away as India, South Africa, and China, or as local as Lawrence, Mass., Navajo or Pueblo reservations, or post-Katrina New Orleans. Driven largely by faculty initiative, these projects illustrate tremendous ambition and innovation and ultimately inspire their teaching.

In their commitment to various fields of expertise, and in their eagerness to engage and guide students, Andover's 222 faculty members create a vital and interactive atmosphere in their classrooms, laboratories, or wherever their teaching takes them. They challenge their students, encourage mastery of detail, and set high standards, while providing support and compassion to help students flourish. Indeed, it is this generous and spirited exchange among a community of learners that makes the Academy a special place for both faculty and students.

Academic Departments

See *Course of Study* for course listings.

ART

Art department courses involve students in the creative process and help them explore artistic thinking. Students have the opportunity to investigate areas on both the introductory and advanced levels. Foundation courses teach the skills necessary to create images and consider how elements such as line, shape, and color can communicate meaning. Exhibitions by faculty and visiting artists, along with the resources of the Addison Gallery and the Peabody Museum, enhance the studio experience. Students who wish to pursue several terms of art can choose from a range of introductory and advanced courses taught by a faculty of nine practicing artists. Courses include a year-long art writing course and a course focused on the collection of the Addison Gallery. The *Advanced Studio Art* course offers uppers and seniors the opportunity to broaden their art experience at an advanced level, develop and enhance their art portfolios, document work for college admission portfolios, or prepare Advanced Placement (AP) portfolios.

CLASSICAL STUDIES

Four full-time members of the classics department teach courses in classical studies and in classical languages designed to provide students with a broad introduction to classical civilization through history, literature, mythology, and etymology. Additionally, through the study of Greek, the department offers students a direct entry into Greek literature. Students master the Greek alphabet easily in the first few class meetings and quickly discover that the poetic and expressive qualities of Greek language and literature stimulate the imagination and illuminate the early political and intellectual development of the Mediterranean basin.

ENGLISH

The English department seeks to develop students' skills in reading and writing.

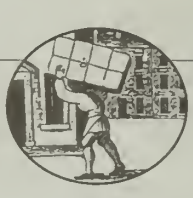
In *English 100: An Introduction*, students begin to understand the rich relationships among reading, thinking, and writing. They develop their ability to read closely, actively, and imaginatively, and they practice several types of writing, primarily in response to what they read. Their work during fall term is assessed but not graded.

In *English 200: Writing to Read, Reading to Write*, students study expository writing in the fall, poetry in the winter, and short and long fiction in the spring. Throughout the year, they study the relationships between form and content in both their own writing and the writing of published essayists, poets, short-story writers, and novelists.

In *English 300: The Seasons of Literature*, students study the literature of tragedy, comedy, romance, and

1808

Andover Theological Seminary is founded on property adjoining Phillips Academy.

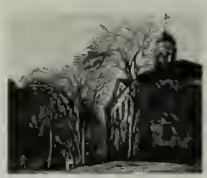


1811

William Goodell walks 60 miles from his home to attend Phillips Academy, carrying his trunk on his back.

1819

Bulfinch Hall, designed in the style of Charles Bulfinch, is built.



1820

Discussion begins on the course of study necessary to prepare for college. Twenty subjects are studied, 13 of which are in Latin and Greek.

satire and write about it in a variety of rhetorical modes. In the spring they study Shakespeare. In the elective program, students are invited to select from among two dozen specialized courses each term.

DIVISION OF WORLD LANGUAGES

A faculty of 26 teachers in the Division of World Languages offers Andover students many choices. Ancient languages offered are Greek and Latin, the source languages of Western thought and literature. Modern languages offered are Arabic, Chinese, French, German, Japanese, Russian, and Spanish. Emphasis is on the spoken word, and the target language is the means of nearly all communication in the classroom. The learning of skills in the first two years leads to a third year of structure review and topical study in literature and civilization. With this foundation, many students choose to move into more specialized areas. At all levels of study, students supplement their course work with video and audio materials, computers in the Language Learning Center, and with such activities as theatrical performances, radio shows, cultural festivals, language tables in the dining hall, visits by performing groups, and occasional trips to special events in Boston and at nearby schools and universities.

Students interested in pursuing two languages should consult with the head of the division.

In upper-level courses, students can prepare for many Advanced Placement examinations and can qualify to take advanced courses when they enroll in college. Superior students may carry out independent projects under careful guidance, or they may enroll in a post-Advanced Placement course. All languages other than Japanese offer opportunities for acceleration. Note that Arabic is open only to 11th- and 12th-grade students.

HISTORY AND SOCIAL SCIENCE

The study of history and the social sciences is fundamental to a liberal education. An understanding of the American past continues to be vitally important for a participating citizen in a constitutional republic, though that alone is not enough. The examination of other cultures is crucial for broadening our understanding of an interdependent world and, therefore, the study of international cultures is integrated throughout the department's program.

Courses in history in the junior and lower years emphasize major themes in world history and teach skills and concepts essential to the study of history and the social sciences, thus preparing students for more advanced courses in the field. In the upper year, most students study U.S. history. Seniors and qualified uppers choose from a variety of elective courses and research seminars, all of which challenge students to explore topics in greater depth and with increasing sophistication.

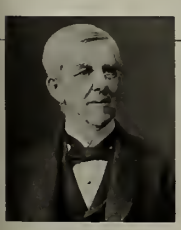
In all courses, students work individually and collaboratively, and write extensive essays, including research and policy papers, using government documents, newspapers, letters, diaries, and interviews—the raw materials of history. Students receive instruction as well as guidance from the department's faculty of 18 instructors.

MATHEMATICS

The 27 members of the mathematics department teach a curriculum built around a core sequence of elementary algebra, geometry, and precalculus. The department also offers many elective courses, including multivariable calculus, analytic geometry, probability, statistics, computer science, linear algebra, and number theory. More than one-third of all mathematics is taken electively, much of it in preparation for Advanced Placement examinations in calculus, statistics, and computer science.

The department, located in Morse Hall, is equipped with computers, graphing calculators, and computer projection equipment. Computer courses include introduction to computers and preparation for the Advanced Placement tests in Computer Science. Computer languages include Python and Java.

At Andover, the community of students who like math is sizeable. Many join the math team or the computer science team, both of which are spirited, challenging, and fun—and have ranked number one



1825

Oliver Wendell Holmes, poet, literary leader, and doctor, graduates from Phillips Academy. Holmes immortalized Bulfinch Hall, "the classic hall," in his 1878 poem *The School-Boy.*

1827

"Do females possess minds as capable of improvement as males?" is the subject of the 1827 Philomathean Society debate.

May 6, 1829

Abbot Academy, one of the first educational institutions in New England to be founded for young women only, opens its doors. Founded by Sarah Abbot, it has 70 girls in its first class. The school thrives and ultimately merges with Phillips Academy in 1973.

in New England in several prestigious competitions. These students share their curiosity and knowledge with their peers and with a faculty of dedicated mathematicians who have written math textbooks and are at the forefront of curricular movements in the field.

On weeknights, an evening math study center, proctored by faculty and peer tutors, is available to all.

MUSIC

The music department faculty consists of nine resident teacher-performers, 35 adjunct instrumental teachers, and one full-time librarian. All faculty members are active performers in the Boston area, and most of them have graduate degrees in music. Instrumental lessons are available on all band and orchestral instruments and on the piano (classical and jazz), organ, harpsichord, harp, guitar (classical, folk, rock, and jazz), bagpipes, African drums, voice, composition, and conducting.

Andover offers courses in all areas of music study and for all levels of students, and sponsors 60 to 70 student, faculty, and guest artist concerts on the campus each year. The music building, Graves Hall, has three large teaching classrooms, a music library (recordings, computer lab, and scores), an electronic music studio, 19 practice rooms, and two large rehearsal spaces. Performances at Graves Hall take place in the recently renovated Timken Performance Room. Most of the concerts that involve large performing groups take place in Cochran Chapel. The basement of Cochran Chapel houses a fully equipped rehearsal room and a library of choral music, and upstairs is one of the department's treasures, a 30-stop, double-manual, tracker-action organ.

PHILOSOPHY AND RELIGIOUS STUDIES

The Department of Philosophy and Religious Studies seeks to initiate students into three fundamental and related human quests: the search for meaning, the search for justice, and the search for the foundations of knowledge. The department's courses provide an introduction to outstanding literature in each field of study and to the skills necessary for critical appreciation of that literature. The department faculty, who believe that the distinctiveness, power, and universal features of a tradition can often be disclosed by a comparative focus, seek to help students become aware of the many voices that together inform religious and philosophical traditions. The department faculty also encourage students to engage actively in reflection on the personal significance of the questions they have chosen to explore. Thus, active class participation is an essential part of this process and of a student's grade.

PSYCHOLOGY

The psychology department faculty consists of three doctoral-level licensed psychologists and a licensed social worker who teach and provide psychological counseling services. We offer three elective courses (*Introductory Psychology*, *Developmental Psychology*, and *The Brain and You*) that examine the complexity and diversity of psychological inquiry, major theoretical perspectives, and the fundamental concepts in the field. All courses place an emphasis on helping students explore the relationship between psychological knowledge and personal growth in the context of a diverse social environment.

SCIENCE DIVISION

The program exposes students to a range of science that will enable them to be informed citizens and to pursue further study in those areas of science that interest them. The introductory courses provide a solid foundation for interdisciplinary or discipline-based advanced work. Electives provide opportunities for students to place their scientific knowledge in a broader context and to explore topics that are rarely encountered in a secondary school science curriculum. In fulfilling the requirement of two yearlong courses, students work individually and in groups to become active, confident questioners, problem-solvers, and experimenters. The range of course offerings allows students, in consultation with teachers and advisors, to craft a program responsive to their

1830

The Teachers' Seminary at Phillips Academy is established to provide general education for non-college-bound students.

1832

Samuel Francis Smith writes the lyrics to "America" ("My Country, 'Tis of Thee") while living in the house on Main Street now known as America House. It has been used as a dormitory by the Academy since 1919.

1840

The cost of tuition for one term is $6, a fee "which is remitted to indigent students."

interests, abilities, and backgrounds. Students have the opportunity to continue in advanced study by doing an independent project in collaboration with science faculty.

BIOLOGY

Introductory courses give students a general background and an understanding of some of the current trends in biology.

Advanced courses permit students to study some topics in considerably more depth. The laboratory and field work in these courses give students experience with the techniques of chromatography, electrophoresis, spectrophotometry, statistical analysis, dissection, and genetic engineering, as well as qualitative and quantitative field analyses.

Students who love working in the laboratory and have completed a year of biology and chemistry are invited to join the laboratory research course, where they learn state-of-the-art genetic engineering techniques and apply them to independent research projects. This course provides a unique opportunity for advanced biology and chemistry students to work in close collaboration with a faculty mentor and peers in an informal laboratory setting. Some students use the course as a springboard to further summer research work and competitions.

CHEMISTRY

In the core introductory course of general chemistry, students explore the central themes of all chemistry: structure, kinetics, and thermodynamics. Within this framework, topics include atomic structure, stoichiometry, gases, solids, solutions, equilibrium, electrochemistry, and nuclear chemistry, among others. Interactive lectures, chemical demonstrations, and group work help students realize how these seemingly abstract ideas are an integral part of everyone's world. Computers and calculators (for graphing, data analysis, and audiovisual applications) are proving increasingly useful components in this endeavor. Investigative lab work enriches the way in which students explore chemistry and is a vital component of the program. Working alone and in groups, students probe the chemical world with a variety of tools, including top-loading and analytical balances, pH meters, and spectrophotometers.

INTERDISCIPLINARY SCIENCE

In addition to three term-contained environmental science courses that focus on the scientific, economic, cultural, ethical, legal, and aesthetic considerations affecting the environment, the science division offers several term-contained interdisciplinary courses, some taught in cooperation with other Academy departments.

PHYSICS

The physics department offers several introductory courses at various levels of difficulty. Courses cover topics such as mechanics, heat, waves, electromagnetism, light, and modern physics. The 16-foot observatory dome in the Gelb Science Center houses a research-grade telescope that can be controlled remotely with a computer. This facility enhances course work and project work. The physics department is well equipped with laboratory and demonstration materials, equipment, tools, and supplies. Most yearlong courses include a significant laboratory component.

THEATRE AND DANCE

The Department of Theatre and Dance offers students diverse opportunities to develop skills in all aspects of performance and production. Although the department houses two distinct disciplines, theatre and dance, they share a mutual goal: to guide students toward an understanding of performance as a form of communication and expression.

The dance program offers pre-professional training that prepares students to enter college dance programs or conservatories, while also serving students who wish to take dance as a form of recreational and lifelong fitness. Students have the opportunity to study dance through academic, athletic, and extracurricular programs. Three levels of ballet and modern technique are offered exclusively through the athletic

1842

The Teachers' Seminary at Phillips Academy becomes the English department and coordinates with the classics department.

1852

Calvin Stowe and wife Harriet Beecher Stowe arrive in Andover. He is a professor at the Andover Theological Seminary, and she has just finished writing *Uncle Tom's Cabin*. Harriet begins to hold social events that are criticized as leading to "dissipation for the students."

program, while choreography and performance opportunities are both curricular and cocurricular. The Andover Dance Group is our primary faculty-directed performing ensemble, which consists of the most dedicated and gifted dancers. Other student-run groups include jazz, hip-hop, and tap groups. To broaden the students' exposure to the dance world each year, the department hires guest artists ranging from local choreographers to residencies with internationally known choreographers and dancers.

The theatre program is designed to educate students in the theory, design, and practice of dramatic expression in preparation for their continued development at the collegiate level. Our curriculum is grounded in the study of drama through experiential learning, serving the pre-professional as well as those with no prior experience. Students have the opportunity to study acting, directing, costuming, scene design, lighting, public speaking, and playwriting as elective courses within our diverse course of study. We offer an extensive performance schedule through our play production elective course, resulting in three faculty-directed shows a year. The theatre program also boasts dynamic cocurricular opportunities through DramaLabs, a series of student-directed one-act plays produced every Friday night in our theatre classroom.

Dance and theatre performances are held in two fully equipped theatres: Steinbach Theatre (our "black box") or Tang Theatre (our mainstage theatre). Both venues feature flexible seating, computerized lights, and digital sound. In alternate years, a Department of Theatre and Dance production tours internationally. With six faculty-directed plays and dance shows per year in addition to more than 25 student-directed or choreographed shows, there are ample opportunities for everyone to be involved.

Guidance and Support

COLLEGE COUNSELING

The College Counseling Office carefully guides uppers and seniors through the college admission process. Counseling begins in the winter of the upper year with a series of meetings to outline the 18-month cycle and to explain and demystify the process. Each student is assigned to one of seven college counselors; the student and counselor meet first to review academic, personal, and extracurricular histories and goals and then to identify criteria for the development of an initial college list. Individual and group meetings continue in the fall and winter of senior year, focusing on the refinement of the list and the details of the applications themselves. As partners in the process, parents receive monthly electronic newsletters from the College Counseling Office, are invited to on-campus programs on college admission, and are encouraged to share their ideas, insights, and concerns with their child's counselor. The College Counseling Office is committed to the proposition that finding good matches between students and colleges is the key element of the college process. Andover graduates choose colleges that cover a range of sizes, levels of selectivity, and locations. The Andover experience is valued by college admission committees at selective colleges, and many students compile records of accomplishment that make them attractive candidates at highly competitive colleges and universities. Still, college admission is increasingly competitive and there are no guarantees. Even students with impeccable college credentials may not be admitted to the most selective colleges and universities. The College Counseling Office's goal is to help Andover students take charge of this important rite of passage and to provide them with the tools, the confidence, and the information they will need to make wise choices as they plan for their future. A list of college matriculations for the 2011 graduating class appears on page 83.

ADVISING AND SUPPORT SYSTEMS

At the heart of the Phillips Academy experience are student-faculty relationships. Many of these relationships develop organically through day-to-day engagement in every venue of the campus with the shared enterprise of learning. Others are more structured to ensure that each developing adolescent is constantly offered the gifts of sustained adult attention and support. *(1996 Steering Committee Report II).*

For boarding students, the primary adult contact

1854

The first female head of Abbot Academy, Nancy J. Hasseltine, arrives. She strengthens the curriculum and manages the school's business affairs. The July trustee report says, "We regard it as a prominent peculiarity and excellence of this school that the pupils are taught to think for themselves."

1865

Richard T. Greener is the first African American student to graduate from Phillips Academy, Class of 1865. He goes on to become the first black graduate of Harvard.

is a house counselor whose apartment is in the dormitory and with whom the student often forms a close personal relationship. In addition, every Andover student has an individual advisor who helps design the student's course of study and extracurricular program and follows up with biweekly meetings. Together, the house counselor and advisor work to ensure that each student is challenged but also thriving, fully involved but not overwhelmed.

For ninth-grade boarding students, advisors are assigned by dormitory. When the ninth-graders move to upper-class dorms, they are assigned permanent advisors.

For ninth-grade day students and for all students who enter in grades 10 through 12, permanent advisors are assigned. The permanent advisor and student are paired until graduation, so their relationship grows as the years go by.

Additionally, every student has five or six classroom teachers, a cluster dean, and a coach or special activities supervisor (plus a college counselor for uppers and seniors) each term. These adults provide a network of support for every student at Andover. House counselors, day student advisors, and classroom teachers write to parents at the end of the fall and spring trimesters, and all Andover faculty members encourage parents to call or e-mail them with questions or turn to them for information about their sons' and daughters' progress.

EXTRA HELP

Classroom teachers are available for extra-help sessions during the morning conference period and at other times as well for those who need additional assistance. The Academic Skills Center meets with students individually to teach strategies for organizing work, managing time, and improving study skills. Tutoring in individual courses is provided through the peer tutoring program. Psychological counseling is available at the Graham House Counseling Center.

Evening study halls are available in each of the following disciplines: math—four nights a week; science—four nights a week; and writing—four nights a week.

FLEXIBLE PLACEMENT

Initial placement in math, science, and foreign language varies according to the level of accomplishment each new student exhibits upon arrival. Flexibility in course offerings permits those with particular ability in these areas to move forward at a pace that makes the best educational sense for them. As students progress, they are presented with increasing choice so they may fashion a largely individualized program in the senior year.

Resources

The school's endowment of approximately $800 million (as of June 30, 2011) supports student scholarships and tuition, maintenance of the campus, academic programs, and the Academy's faculty. Among the school's resources are 598 dormitory rooms, 109 classrooms, an astronomical observatory, more than 200 computers, a video and electronic imaging center, language and music laboratories, a licensed radio station streaming audio online, 24 extensive science laboratories and classrooms in the Gelb Science Center, an 85-acre bird sanctuary, 35 art and music studios and practice rooms, a state-of-the-art theatre complex, three gymnasiums, a swimming pool, 18 playing fields, 18 tennis courts, two dance studios, an all-weather track, Phelps Stadium, and a state-of-the-art skating complex that features two skating rinks, dedicated locker rooms for both varsity and junior varsity hockey teams, a training room, and a heated viewing area.

THE ADDISON GALLERY OF AMERICAN ART

In 1930, when Thomas Cochran, Class of 1890, gave to the school the Addison Gallery of American Art, he wrote that he wished his gift "to enrich permanently the lives of the students of Phillips Academy by helping to cultivate and foster in them a love for the beautiful." Serving as both a nationally recognized museum and an educational resource for the school and the region, the Addison enriches the life of Phillips Academy and the community in many ways. The museum's holdings are world-renowned and include works by, among others, John Singleton Copley, Benjamin West, Thomas Eakins, Winslow Homer, James A. McNeill Whistler, Walker Evans '22, Edward Hopper, John Sloan,

1867

Shimeta Neesima leaves Japan for America as a stowaway on the ship *Wild Rover*. He is adopted by the shipowner, an Andover trustee, and takes on the name Joseph Hardy Neesima. In 1867 Neesima graduates from Phillips Academy, later from the Andover Theological Seminary. Neesima becomes the first Japanese to be ordained a Congregationalist minister. He returns to Japan and founds Doshisha University, now the largest private university in Japan.

1872

Modern foreign languages are introduced into the classical department.

1873

The *Courant* is founded as Abbot's history and literary magazine.

Alexander Calder, Hans Hofmann, Georgia O'Keeffe, Robert Frank, Jackson Pollock, Frank Stella '54, Jasper Johns, Andrew Wyeth, Sol LeWitt, Mark Bradford, and Laurie Simmons.

The Addison serves Andover's students and the public with 12 to 15 exhibitions each year drawing on the permanent collection but also mounting important loan shows traveling throughout the world. Recently the museum presented *Sheila Hicks: Fifty Years; Second Paradise: La Farge and the South Seas; Accommodating Nature: The Photographs of Frank Gohlke; Carroll Dunham: A Print Survey; Birth of the Cool: California Art, Design, and Culture at Midcentury; and Ipswich Days: Arthur Wesley Dow and his Hometown.* The gallery also sponsors an artist-in-residence program that brings artists to Andover to create art and to work with students. Well known to connoisseurs, artists, art lovers, and scholars, the Addison is one of the great treasures of the American museum community.

THE OLIVER WENDELL HOLMES LIBRARY

The hub of Andover's intellectual life is the Oliver Wendell Holmes Library, named after the famous physician, poet, and wit who was a member of Phillips Academy's Class of 1825. The building contains the Academy's main collection of more than 130,000 printed books, supplemented by full-text electronic access to an additional 50,000 volumes. The collection also includes materials in the Text Exchange, a textbook loan program established to assist scholarship students and others by providing free access to textbooks. Home to more than 200 years of Phillips Academy archives and several Special Collections, the OWHL subscribes to 250 current American and world language serials. It provides access to thousands of additional journals through full-text electronic databases, receives several daily newspapers, and has an extensive microform collection. The Web-based OWHL catalog also provides access to materials at the Addison Gallery of American Art, Brace Center for Gender Studies, William B. Clift Music Library, Community and Multicultural Development (CAMD) library, and Robert S. Peabody Museum of Archaeology. Membership in the NOBLE consortium provides access to the collections of 27 other academic and public libraries. Because of Andover's strong academic tradition, the library's mission includes responsibility for teaching students how to effectively and efficiently retrieve and evaluate information in all formats. The building, which features wireless Internet access, open stacks, seminar rooms, classrooms, and faculty research carrels, is open seven days a week for a total of 86 hours to support student and faculty study and research. A collection of laptop computers, e-readers, and digital audio devices is available for student use.

THE ROBERT S. PEABODY MUSEUM OF ARCHAEOLOGY

Founded in 1901 through the bequest of Robert S. Peabody (PA 1857), the Peabody Museum was established as a place for students to discover "sciences such as archaeology." During its 100-plus years at the vanguard of the development of American archaeology as a discipline, the Peabody Museum pioneered field techniques that included the use of carbon-14 dating, convened the formative meeting of the Society for American Archaeology, and served as a model for compliance with the Native American Graves Protection and Repatriation Act of 1990. Its approximately 600,000 objects, photographs, documents, and reference materials represent diverse indigenous cultures in the Americas and reflect more than 12,000 years of culture history. These collections support innovative curricula in history, biology, math, art, Spanish, and English, and provide community service and research opportunities for students. *Human Origins*, an interdisciplinary biology department/Peabody Museum elective, draws heavily on the Peabody's internationally recognized research collection and extensive hands-on educational materials.

The Peabody Museum sponsors two summer expeditionary learning projects: Pecos Pathways, a three-week cultural exchange between Andover students and teens from the Pueblo of Jemez and Pecos, N.M., and the Bilingual Archaeology Learning

1873

The arrival of Cecil F.P. Bancroft as headmaster marks the beginning of the "modern" Andover. The student body increases from 262 to more than 400 pupils during his tenure.

1875

The four-year classical course is introduced at the school.

1877

The Phillipian, the official student newspaper of the Academy, is established. One of the oldest school newspapers in the country, it is still published Fridays during the school year.

1878

Phillips Academy celebrates its 100th birthday. In honor of the occasion, Oliver Wendell Holmes reads his poem *The School-Boy* at the Centennial Celebration.

This year also marks the first year of the Andover–Exeter athletic competition.

Adventure in Mesoamerica (BALAM), which is a two-and-a-half-week cultural and linguistic immersion experience for Andover students in Mexico, Guatemala, and Belize.

THE BRACE CENTER FOR GENDER STUDIES

The Brace Center for Gender Studies, in historic Abbot Hall, provides resources for the study of gender issues, enhancing and strengthening Andover as a coeducational institution. The center sponsors lectures, films, and forums on adolescent growth and development and the influence of gender on individual achievement. It houses an extensive lending library of books on gender-related topics. Each year, the center provides research grants to faculty and student fellows who present their findings in public forums. Presentations have included "The Historic Problems of the Japanese 'Company Man'"; "The Role of NGOs in the Empowerment of Senegalese Women"; "Whatever Happened to Feminism? The Paradoxical Decline of Feminist Self-Identification Among Young Women"; and "Muslim Women as Leaders in the Modern World."

THE MONCRIEFF COCHRAN SANCTUARY

The Moncrieff Cochran Sanctuary is an 85-acre tract of rare beauty on the northern end of campus. Dogwood, azalea, rhododendron, and laurel provide a succession of bloom from late April to mid-June. Trails wind around two ponds and through extensive natural wild areas and are used all year long by hikers, bird watchers, cross-country runners, mountain bikers, cross-country skiers, and the Academy's Search and Rescue program.

Resources in Technology

Every student is provided an e-mail account, a private telephone line, a personal voice mailbox, and a PAnet account. PAnet, the Academy's Intranet, provides a virtual community in which students, faculty, and staff can share their works and ideas, and parents can keep abreast of campus life and access select information about their child. PAnet offers the Blackboard suite of products, which is used by most colleges and universities. It includes such features as Internet access, online courses, streaming media, Web-based e-mail, campus information and announcements, discussion groups, and online file storage.

Andover's state-of-the-art fiber optic computer network provides high-speed computer access to more than 85 academic, administrative, and residential buildings on campus. Network access is available to all students in their dormitories, as well as through the public Technology Learning Centers (TLCs) on campus, which house more than 200 computers and are staffed by professionals who provide assistance to students and faculty. A wireless network is also available in the Oliver Wendell Holmes Library, Paresky Commons, all academic buildings, and selected administrative buildings and dormitories.

THE PHILLIPS ACADEMY COMPUTER CENTER

The Phillips Academy Computer Center (PACC), located in the library's lower level, is the Academy's primary computing facility. Open more than 70 hours each week, the PACC is available to students, faculty, and staff for their individual use, while classes in nearly all academic subjects are held in the computer seminar rooms. An evolving hub of electronic technology, the PACC houses more than 90 Windows and Macintosh computers and contains a variety of other equipment, such as high-resolution scanners and high-speed laser printers. Technical staff members provide assistance to users, and handouts or software manuals are available as references for every software package.

THE FRANCES YOUNG TANG THEATRE

The Frances Young Tang Theatre in George Washington Hall is a highly sophisticated, 350-seat flexible courtyard theatre that can be reconfigured to accommodate proscenium, three-quarter, or arena-style stagings. The theatre boasts a computerized light board and digital sound system and is complemented by a second "black box" theatre and a classroom theatre studio. The three theatres are supported by a large scenery shop, a costume shop, and two makeup and dressing rooms.

1878

In November, Andover plays its first football game against Exeter *(and wins)*, beginning the long athletic rivalry between the two schools.

1893

Abbot Academy introduces college prep courses and strengthens the classical studies program.

1901

The required morning chapel begins at 7:50 a.m., a year's tuition is $100, and a student can generally expect to pay about $3 a week for food. Many students coming from a distance board with local families in the town of Andover for about $4 a week.

1902

The Borden Gymnasium is dedicated.

THE AUDIO VISUAL CENTER AND KEMPER AUDITORIUM

The Audio Visual Center supports the Academy's 70 electronic classrooms, coordinates live webinar events (including Commencement and the State of the Academy presentation by the head of school), and loans students 60 digital video cameras and 75 digital still cameras in support of their art curriculum. Kemper Auditorium is a 215-seat state-of-the-art theatre used for lectures, meetings, movies, concerts, and many other special events. The auditorium is equipped with a high-definition projection system, full surround sound, and a P.A. system—all remotely controlled by a unified system.

THE POLK-LILLARD CENTER FOR VIDEO AND ELECTRONIC IMAGING

The Polk-Lillard Center for Video and Electronic Imaging is capable of importing, creating, manipulating, and exporting professional graphics and state-of-the-art electronic imagery. Students have access to 47 Macintosh computers, as well as color printers, scanners, software packages designed for photo manipulation and processing, digital camcorders, nonlinear professional editing systems, and digital cameras.

THE LANGUAGE LEARNING CENTER

The first fully digital facility in the country, the Language Learning Center has served the students and faculty of the Division of World Languages since 1996. On the leading edge of educational technology, the center delivers interactive instruction in seven languages. Students use film, sound, text, and the Internet to enhance their language learning. Many of the materials in the LLC have been created by Andover teachers, and consequently are tightly integrated with our curriculum and approach. Students often use technology to produce their own projects, from research papers to presentations to films.

THE WILLIAM B. CLIFT JR. MUSIC LIBRARY

The William B. Clift Jr. Music Library's enormous collection of classical, rock and roll, blues, jazz, reggae, country, and hip-hop music, plus musical scores, sound effects CDs, comic routines, and much more, is available to the entire campus. With the center's integrated MIDI keyboards and computer technology, students are also able to compose and revise original musical pieces.

Off-Campus Programs

Several outstanding off-campus programs are available to Andover's students. Phillips Academy tuition, fees, and financial aid, however, do not necessarily cover the full cost of these programs.

SCHOOL YEAR ABROAD

School Year Abroad, an independent program under the aegis of Andover, Phillips Exeter Academy, St. Paul's School, and 23 other independent schools, offers to qualified uppers and seniors a full academic year of living and studying in China, France, Italy, or Spain. A new program in Vietnam begins in the fall of 2009. While abroad, students live with host families, participate in the activities of local athletic and social clubs, and pursue a course of study (both in English and in the local language) under the supervision of teachers from Andover and other member schools and native teachers. School Year Abroad offers travel and all college testing and provides full academic credit, permitting students to graduate from Phillips Academy with their own class. Andover students who wish to participate must consult with their advisors or the dean of studies. Financial aid is available. School Year Abroad now also conducts summer programs in China and France. For more information, please call School Year Abroad at 978-725-6828.

1903

The Robert S. Peabody Foundation of Archaeology Museum opens. Now the Robert S. Peabody Museum of Archaeology, it holds more than 600,000 objects representing indigenous cultures in the Americas.

1903

Field hockey is introduced at Abbot Academy and the first competitive game is played a year later against Bradford Academy. By the 1940s, Abbot women will participate in field hockey, basketball, tennis, skiing, skating, gymnastics, softball, track, archery, lacrosse, horseback riding, and dance.

1904

The first Rhodes Scholar, a former Phillips Academy student, is chosen.

1912

Miss Bertha Bailey becomes headmistress of Abbot Academy and rules the girls' school "with an iron hand." It was during her tenure that the first international students arrived at the school from China, Japan, Greece, and Brazil.

SUMMER LANGUAGE PROGRAMS ABROAD

Summer Study in Modern Languages

The Academy has instituted a program to support scholarships for four- to eight-week summer in-country immersion programs for 20 to 25 students per summer. Only continuing students are eligible for this support.

Outreach Programs

In its tradition of service and leadership and as an integral part of its mission, Phillips Academy commits its institutional resources to provide programs both on the Andover campus and in the broader world of education to constituencies beyond those served through its core academic program.

Andover's outreach initiatives have evolved over the last three decades as distinctive programs in the advancement of education.

ANDOVER BREAD LOAF WRITING WORKSHOP (EST. 1987)

Summer workshops and year-round networking and education for public school students and teachers to enhance literacy and improve the teaching of writing. National in reach, with Lawrence, Mass., as its base, Andover Bread Loaf also involves tutoring by PA's community service students.

INSTITUTE FOR RECRUITMENT OF TEACHERS (EST. 1990)

An intensive four-week summer program, plus year-round mentoring, that prepares rising college seniors and recent graduates from diverse communities for graduate school and teaching careers in schools and universities.

(MS)²: MATHEMATICS & SCIENCE FOR MINORITY STUDENTS (EST. 1977)

An intensive five-week summer mathematics and science enrichment program for talented, economically disadvantaged African American, Latino, and Native American students from across the country. The program is a residential three-summer institute that prepares students for possible careers in engineering, medicine, technology, and other related fields.

PALS PROGRAM (EST. 1988)

A two-year summer and winter program for Lawrence, Mass., middle school students. Provides enrichment in math, language arts, and sciences, with mentoring by members of PA and Andover High School community service programs.

Summer Session

Phillips Academy's Summer Session offers its students academic and personal growth in a rigorous precollege setting. It provides demanding classes, invigorating afternoon activities, engaging trips to colleges, cultural, and social activities, and comfortable dormitories that prepare students for collegiate residential life. More than 60 courses are offered in literature and writing, the visual arts, music, languages, computer science, mathematics, the natural sciences, philosophy, the social sciences, and English as a second language. The average class size is 14. Applicants must be graduates of the seventh, eighth, ninth, tenth, or eleventh grade with a strong school record and a serious desire to spend the summer in challenging, disciplined study. Financial aid is available. Phillips Academy students may enroll in summer enrichment classes. Please call or write:

Summer Session
Phillips Academy
180 Main Street
Andover, MA 01810–4161

Telephone: 978–749–4400
E-mail: summer@andover.edu
Web site: www.andover.edu/summersession

1923

The Memorial Bell Tower is constructed in memory of Phillips Academy graduates who lost their lives in World War I.

May 18–19, 1928

Andover celebrates its 150th anniversary with gala events. President Calvin Coolidge attends and delivers a speech praising the democratic nature of the Academy. Coolidge's cigar stub from the event is preserved in the Academy archives.

1930

This year sees a great deal of construction: The original library is completed and named after Oliver Wendell Holmes. Thomas Cochran founds the Addison Gallery of American Art in the hope that "If Andover students could be surrounded by beautiful things, their lives would be immeasurably enriched."

The World Comes to Andover

Endowed lecture funds at Andover bring exciting artists, authors, journalists, poets, performers, scientists, and speakers to campus for community concerts, lectures, readings, and events every year. A number of these guests take part in intimate master classes with students, critiquing student work and offering their knowledge and insight. The following is a partial list of guests who have visited in recent years.

Chris Abani	Activist/musician/author
Julia Alvarez '67	Novelist
Bill Belichick '71	Head coach, New England Patriots, three-time Super Bowl Champs
H.G. "Buzz" Bissinger '72	Pulitzer Prize–winning journalist
Trisha Brown	Award-winning dancer/choreographer
George Bush '42	41st president of the United States
Sarah Chayes '80	Former NPR war correspondent
Amy Chua	Yale law professor/author
William Sloan Coffin '42	Chaplain and social activist
Harold Decker	Former president and CEO of the American Red Cross
Bill Drayton '61	Social entrepreneur; founder and CEO of Ashoka: Innovators for the Public
Andre Dubus III	National Book Award finalist in fiction for novel *House of Sand and Fog*
Paul Farmer	Physician and anthropologist, founder of Partners in Health
Barney Frank	U.S. congressman (D–Mass.)
Henry Louis Gates Jr.	W.E.B. DuBois professor of the humanities and director of the DuBois Institute for African and African American Research at Harvard
The Rev. Peter Gomes	Plummer Professor of Christian Morals at Harvard
Denyce Graves	Acclaimed mezzo-soprano opera singer
David Halberstam	Author and Pulitzer Prize–winning journalist
Seamus Heaney	Nobel Prize–winning poet
Peter Jennings	ABC news anchor, author
Ha Jin	Award-winning writer, poet
Bill T. Jones	Choreographer, dancer
Yo-Yo Ma	Grammy Award–winning cellist
Lee Marmon	Native American photographer
Wynton Marsalis	Grammy Award–winning jazz performer
Bobby McFerrin	Vocalist, performer
Ralph Nader	Consumer advocate and 2004 presidential candidate
Odetta	Folk singer
David Roosevelt	Author of *Grandmère,* a memoir of his grandmother, Eleanor Roosevelt
Amartya Sen	Nobel Prize winner in economics
Frank Stella '54	Abstract artist
Evan Thomas '69	Assistant managing editor, *Newsweek*
Archbishop Desmond Tutu	Nobel Peace Prize–winning activist against apartheid
Neil Tyson	Space scientist
Derek Walcott	Nobel Prize–winning poet and playwright
James Watson	Nobel Prize–winning codiscoverer of DNA
William Wegman	Artist and photographer

STUDENT LIFE

What makes Andover such a terrific place? The students — their energy, their optimism, their willingness to learn new things, and their varied backgrounds.

Students come to Andover from Brooklyn and Beijing. Some are conservative, while others are liberal. They represent a variety of religions and cultures. We have students with special talents in areas ranging from math to theatre and from sports to music; some arrive with demonstrated abilities in all areas, but many develop new interests while they are here. Our multifaceted adult community offers Andover students the opportunity to meet others who can share their interests and appreciate their strengths while providing useful advice when they need it.

The school's cluster system, combined with our academic and psychological counseling services, our Office of Community and Multicultural Development, our chaplains and our health center, enables Andover to provide extensive opportunities for support and guidance. We offer a rich residential curriculum of programs dealing with such issues as health and wellness, interpersonal relationships, drug and alcohol use, human sexuality, and racism. We also take care to maintain a low student-faculty ratio in the dormitories so house counselors can oversee their young charges while collaborating with each student's advisor as needed.

Andover's goal is to bring to campus talented students "from every quarter" who can enjoy the advantages of its size while at the same time feel adequately supported and part of the community.

DAILY LIFE

Andover operates on a trimester system. The year begins in early September and ends in June, with breaks in December and March. Students normally have four or five class meetings per day. Classes are held on Monday through Friday, with shortened class days on Wednesday morning and classes on selected Saturday mornings in the fall and spring terms. Classes do not meet on Sunday.

The weekly schedule provides time for independent study, rehearsals, and sports, for informal visits to the museums, and for extracurricular activities. Students participate in athletics at least four afternoons a week; in addition, interscholastic competitions are held on Wednesday and Saturday afternoons.

All students also spend about two hours each week in the school's work program, which is designed to instill a sense of community responsibility for the daily operation of the school, to remind students of the practical elements of life beyond academia, and to help the school reduce its operating costs. Students share the jobs of cleaning the dormitories' hallways and common rooms and helping in classrooms, offices, and laboratories.

THE CLUSTERS

The cluster system is the heart and soul of Andover's community life. Clusters create the personal atmosphere of a neighborhood in which people get to know each other through living together and sharing in cluster functions.

The dean of students oversees the five clusters, each of which is supervised by a cluster dean who knows all the students in the cluster, works closely with student leaders, and is available to students and parents for information and advice. Clusters do not affect students' classes, their extracurricular activities, or interscholastic sports, but student orientation, intramural sports, weekday social functions, Blue Key spirit activities, and disciplinary procedures are all organized by cluster.

1932

Cochran Chapel, given by Thomas Cochran, Class of 1890, is built, and then extensively renovated in 1998.

1933

Claude Fuess becomes the 10th headmaster and brings about curriculum revisions, emphasizing breadth and variety: four years of history are required in order to increase an awareness of the Western world; four years of science are required; and art and music appreciation courses are added to the curriculum.

1940

In the mid- to late 1940s war-related courses are added to the curriculum, including navigation and meteorology.

1942

The Andover Summer Session is inaugurated under the direction of Wilbur J. Bender, with the participation of 197 boys.

HOMEWORK

Academic course work is intensive and involves about 20 to 25 hours of outside-of-class preparation each week. On nights before classes, formal study hours begin at 8 p.m., at which time students must be signed in to their dormitories or an academic area on campus. By 10 p.m. (9:30 p.m. on Sunday and Thursday), students must be studying in their dormitories and signed in for the night.

Despite the amount of time that must be spent on academic pursuits, most students become involved in extracurricular activities and social events. By allowing students to make some choices about how they spend their time, Andover encourages independence and personal responsibility.

EXTRACURRICULAR ACTIVITIES

Extracurricular activities are an important aspect of a student's education, and Andover offers a rich fare, thanks to the range of interests among the student body. In fact, there is no limit to the variety of organizations or the enthusiasm of their members. Students who do not find an existing club or organization that meets their needs are encouraged to start one.

DORMITORIES

Boarding students live in boys' or girls' dormitories with house counselors and their families. The dormitories vary in size, housing from four to 43 students. One faculty family is in residence in the smallest dormitories; large dormitories have as many as four faculty residences. All living arrangements encourage close relationships among students and between students and house counselors. Parents can easily keep in touch with students. Each boarding student has a private telephone with voice mailbox as well as an e-mail account and in-room high-speed Internet access. Day students have e-mail accounts and voice mailboxes. All students can receive U.S. mail and package delivery through their student mailboxes in George Washington Hall. One-third of the boarding students live in single rooms, two-thirds in double rooms. Because students benefit from knowing members of all classes, most dormitories house lowers, uppers, and seniors. Juniors, the youngest students, benefit from extra supervision and guidance and so live together in dormitories with special study and lights-out policies.

NINTH-GRADERS: JUNIORS

Andover's ninth-graders (juniors) enjoy the support of an academic and residential program specially crafted for their class. A coordinated approach permits classroom teachers, house counselors, and advisors to confer and plan as they address these young students' needs and encourage their growth. Each junior day student is assigned to a faculty member who serves as the student's advisor throughout the student's Andover career, providing continuity and support as the student matures. Junior boarding students live in designated junior dormitories with house counselors who monitor their progress carefully and with upper or senior prefects who have been selected because they are role models for good study habits, self-confidence, and community spirit. For ninth-grade boarding students, advisors are assigned by dormitory. At dormitory meetings, juniors explore topics ranging from study skills and time management to community living and goodness, that help Andover's youngest students adjust to living away from home. With this foundation beneath them, junior boarding students move in the tenth-grade year to upper-grade dorms where, along with a house counselor, each is paired with a permanent faculty advisor who sees him or her through the Andover career.

MEALS

Meals are served in Paresky Commons, a central dining hall comprised of four handsome, traditional dining rooms and two modern serving areas. Several entrees, a pasta bar and salad bar, and homemade bread and soup are available daily. The cost of meals is included in the tuition of both boarding and day students.

1945

The "Direct Method" of language instruction is introduced with hopes of producing linguists, not grammarians.

October 1948

Lt. Col. John Mason Kemper is inaugurated as the 11th headmaster of Phillips Academy. Fourteen years later, in October 1962, *Time* magazine puts Headmaster Kemper on its cover. "Kemper's gifts for hard analysis and easy leadership galvanized Andover," the article says.

In 1948 Kemper spearheads effort financed by Ford Foundation to allow well-prepared high school seniors to test out of lower-level courses in college; this leads to establishment of the Advanced Placement exams by the College Board in 1954.

1954

Abbot Academy celebrates its 125th anniversary.

Beth Chandler Warren becomes the first African American woman to matriculate at Abbot Academy.

RULES AND DISCIPLINE

Honesty and respect for self and others are principles that guide expectations for interactions among all members of the Andover community. The *Blue Book* outlines behavioral guidelines, policies, and rules. Students should know and comply with these rules.

When a student violates a school rule, a hearing is conducted by a disciplinary committee made up of members of the student's cluster. In this way, faculty members and students most familiar with the student investigate the infraction and determine an appropriate disciplinary response. We believe developing adolescents can learn from their mistakes. Therefore, we practice a second-chance system that allows students who commit a major rule violation to remain at school so long as they demonstrate a willingness to follow rules in the future. However, serious offenses involving a student's integrity or social offenses that threaten the well-being of individuals or the school community may lead to immediate dismissal.

WEEKENDS

Social events during the week are limited by the demands of the academic program, but the weekend program on campus is exciting and varied. Weekend activities include theatre and musical performances, dances, concerts, coffeehouses, lectures, movies, art exhibitions, plays, and informal activities. Day students may attend all of these events and are permitted, with their parents' and the house counselor's permission, to sleep over at a friend's dorm; similarly, boarders, with proper permission, may sleep over at a day student's home.

DRESS CODE

Andover does not have a formal dress code, but students are expected to be neat and clean and to dress appropriately for each occasion.

RESIDENTIAL EDUCATION AND SUPPORT

Andover takes seriously its responsibility to help students maintain a healthy lifestyle and has developed several specific programs to address alcohol and drug use, human sexuality, nutrition and body image, and many other issues that concern young people today. Some of the programs are required, some are voluntary; all are for boarding and day students alike.

We offer a rich personal and community education program (known as PACE) as a complement to our outstanding academics. PACE is a developmentally sequenced array of classes, presentations, and discussions that address topics pertinent to the social and psychological development of adolescents. Included in the PACE curriculum are citizenship, peer mentoring, and programs for juniors; a PACE Seminar to develop in 10th-graders the skills and insights necessary for living successfully in a pluralistic society and global village; and programs for uppers and seniors that focus on transitioning to adulthood and gaining skills necessary to succeed beyond Andover. Additionally the PACE curriculum provides programs on HIV/AIDS awareness, alcohol and substance abuse prevention, respect, responsibility, boundaries in relationships, and health and wellness topics including sleep, nutrition, and stress.

Students also attend Martin Luther King Jr. Day seminars in January and Wellness Week education workshops in November.

The Brace Center for Gender Studies, the Women's Forum, and the Date Rape Prevention Team offer programs to educate the community on gender issues. Those wishing to explore the issues of diversity can join CAFE (Community Awareness for Everyone). Other student-run organizations and support groups deal with such issues as body image, the aftermath of divorce, and standing against drugs and alcohol.

ISHAM HEALTH CENTER

Phillips Academy employs a full-time physician/medical director who is board-certified in pediatrics and pediatric endocrinology, a licensed nurse

1955	1955	1955	late 1950s	1964–1965
The Russian language is first taught at Phillips Academy.	With the realization that some material being taught at Andover is repeated when students enter college, Advanced Placement credit begins at Phillips Academy with a chemistry course and a fifth-level French class.	In response to a national teacher shortage, the Andover Teaching Fellow Program is inaugurated to recruit and train young men for the teaching profession.	The decision is made to admit the best 250 candidates regardless of their ability to pay tuition. Phillips Academy's enrollment increases to more than 800 students.	The Search and Rescue Program, an outdoor activity course involving kayaking, mountain hiking, climbing, rafting, and first-aid skills, is introduced. This innovative program becomes a model for Outward Bound USA.

practitioner, and a full complement of registered nurses to staff Isham Health Center. The center is an 18-bed licensed hospital and is open 24 hours a day while school is in session. Services provided by Isham include lab work and X-rays, a pharmacy, nutrition counseling with a registered dietitian, and scheduled clinics for orthopedics/sports medicine, dermatology, and psychiatry. The Isham staff maintains close association with approximately 60 medical, surgical, and dental specialists in the Andover and Greater Boston communities who are readily available for consultation. Isham Health Center also welcomes requests for follow-up and continuing care from students' home physicians.

GRAHAM HOUSE COUNSELING CENTER

The Counseling Center, located in its own building on Wheeler Street directly behind Cochran Chapel, has two primary roles: to serve the individual psychological needs of students, faculty, and staff and to foster the psychological health and well-being of the Phillips Academy community. The Counseling Center's services include individual and group counseling, psycho-educational programs, specialized training programs, and consultation services to parents, teachers, and departments. All services are provided without charge. Appointments may be scheduled through the Graham House secretary (978-749-4360) or through an individual counselor. Drop-in visits are welcome.

THE CAMPUS MINISTRY

The aim of Phillips Academy's interfaith ministry is to respond to the spiritual needs of the Andover community. The chaplaincy, led by the director of spiritual and religious life, is comprised of representatives from the Jewish, Protestant, and Roman Catholic traditions.

Each of our religious communities gathers weekly for both worship and fellowship. Student faith associations—including the Andover Christian Fellowship, the Catholic Student Fellowship, the Hindu Student Union, the Jewish Student Union, the Muslim Student Association, and the Andover Interfaith Council—provide an opportunity for students to deepen their faith through study, discussion, and service. All of these activities are voluntary and open to all members of our community.

The chapel also organizes services and programming for major religious holidays such as Ramadan, Yom Kippur, and Easter, in addition to marking important secular holidays. Through our commitment to all traditions of faith we hope to promote both interfaith dialogue and spiritual development.

OFFICE OF COMMUNITY AND MULTICULTURAL DEVELOPMENT

In keeping with the school's Statement of Purpose, the mission of the Office of Community and Multicultural Development is to raise awareness and encourage understanding of differences of race, ethnicity, religion, gender, socioeconomic class, geographical origin, and sexual orientation. The office sponsors workshops, lectures, and educational programs for the entire Phillips Academy community and contains a small library and reading area. The dean, student advisors, and program coordinators provide support to individual students and student groups. Additionally, the office coordinates professional development opportunities for faculty and promotes mentoring programs.

Learning takes place differently for each person within this complex and diverse community. Students and faculty benefit from attending our many organized cultural celebrations, lectures, and workshops throughout the year. Sometimes the most meaningful learning comes in informal conversations sparked by current societal issues. CAFE (Community Awareness for Everyone) provides an open forum for students and adults to gather and engage in cross-cultural dialogue.

Students learn that through investigation and greater understanding of experiences outside their own they are better prepared to come to a greater understanding of themselves. We have an obligation to assist in their awareness of an ever-evolving world and the role they can play in making a difference.

1966

Andover's first Faculty Steering Committee issues its visionary report on the educational program, recommending "a broader elective program, an outward-facing attitude toward society, and a more nurturing approach to students." The report leads to the establishment of Andover's cluster system.

1966

WPAA, Phillips Academy's student-run FM radio station, goes on air.

1971

Term-contained elective courses are introduced.

A mainframe computer is installed in Morse Hall to begin computer education at Andover.

March 1972

Theodore R. Sizer, former dean of the Harvard Graduate School of Education, is named the 12th headmaster of Phillips Academy. In *Speculations on Andover* he says, "Andover ought to stand for the ideal of a heterogeneous school. It ought to demonstrate the special power of such for learning. Accordingly, Andover should vigorously recruit an international student body, boys and girls of social, racial, national, and religious diversity."

MESSAGE FROM THE DEAN OF ADMISSION *Jane Foley Fried*

Welcome to the adventure of the secondary school admission process—a journey that will ask you to look hard at yourself and your dreams, and where they best may be realized.

Consider all you have accomplished so far—the academic classes you have taken, the service you have performed in your community, the sport or art you've worked at so hard, the moments when your family and friends needed you and you gave of yourself. Where will it lead you?

What are your current interests and what might interest you that you have never even considered before? Who will you become and what will help you to develop your talents, knowledge, and experience? What are your dreams and how will you achieve them?

Those questions become increasingly relevant as you consider leaving your home or your hometown school for a boarding school.

We are delighted you have taken an interest in Andover. This historic school is known for the breadth and depth of its curriculum and cocurriculum and for the enormous variety of experiences we offer. It is also known for helping its students develop independence, appreciate diversity, and become leaders—all increasingly important qualities in today's complex world.

Andover's need-blind admission policy demonstrates its historic commitment to providing access to talented "youth from every quarter."

The faculty and students here have gathered from cities and suburbs and towns and villages all over the world to pursue their dreams together. Our campus is expansive, but our residential "cluster system" of neighborhoods provides the support found in schools a quarter of our size.

Andover welcomes applications from high school-aged students from all grade levels. Each year, we enroll approximately 200 ninth-graders, 75 tenth-graders, 20 eleventh-graders, and 30 one-year seniors (twelfth-graders and postgraduates).

As Andover is unique, so will you find this catalog. The main section gives you impressions—in students' own words and in photographs—of who we are in our diverse and multifaceted selves, as well as how and where we learn, live, play, and grow together. In this section are facts and figures to help you navigate all of the exceptional components that comprise an Andover experience. The enclosed *Course of Study* contains detailed descriptions of all academic courses and a list of all faculty.

We take great pleasure in introducing you to Andover as we anticipate the great pleasure of learning more about you. To begin the admission process, please complete the Candidate Profile online at www.andover.edu/admission. Next, schedule a personal interview at the Shuman Admission Center on Salem Street. For students who cannot visit campus, a complete list of alumni admission representatives is available online at www.andover.edu/admission.

1973

Andover merges with neighboring girls' school Abbot Academy under the direction of Headmaster Theodore R. Sizer and Donald Gordon, headmaster of Abbot.

1973

A student penned this verse and posted it to a door the day of the SAT test:

I think that I shall never see
A waste quite like an SAT.
An SAT is just a test
to find which people guess the best.
With paragraphs of boring lore
penned before the Civil War.
I think erosion is to rocks...
and blackened in the proper box.
For un-computer types like me
such nonsense is an SAT.
Poems are changed by fools like me
but God would blow his SAT.

1977

The Phillips Academy Cantata Choir and Chamber Orchestra come into existence under the direction and guidance of William Thomas and begin making spring tours. Past tour destinations have included Belgium, France, Italy, England, and many cities in the United States.

ADMISSION AND FINANCIAL AID

The school's constitution, written in 1778, states that Andover "shall be ever equally open to Youth of requisite qualifications from every quarter." With this principle in mind, the basic requirement for admission to Andover today continues to be evidence of sound character and strong academic achievement. The school is especially interested in candidates who demonstrate independence, maturity, and concern for others in addition to high performance in studies and activities. Valuing diversity in its student body, the school seeks to bring together a community from all parts of the country and from many nations.

The school's endowment covers approximately one-third of the cost of an Andover education. Therefore, in fact, every student receives financial aid. In addition, because of the generosity of a large number of alumni, parents, and friends, Andover's admission process is need blind—financial aid is not an obstacle to admission at Andover. (See Financial Aid and Financial Aid Planning, page 109.)

Application Procedures

Priority will be given to candidates who complete the application and interview by January 15. A decision from the Admission Committee will be mailed on March 10. The possibility of admission is considerably lessened for all applicants who complete the process after the stated deadlines, and decisions for this group may not be rendered before May 1. A deposit of $2,000 is required to reserve a place at the time admission is offered to an applicant. If you have questions about Andover's admission or application procedures, please call or write.

Office of Admission
Phillips Academy
180 Main Street
Andover, MA 01810-4161

Admission office direct line: 978-749-4050
Academy switchboard: 978-749-4000, ext. 4050
Admission office e-mail: admissions@andover.edu
Academy Web site: www.andover.edu

Office hours: Monday through Friday, 8:30 a.m. to 4:30 p.m.; designated Saturdays, 8:30 a.m. to noon, September 19 through January 15.

RESIDENTIAL STATUS: BOARDING AND DAY

The decision to be a boarding or day student is a one-time-only choice. Admission counselors are happy to assist families in making this decision in advance of the application deadline.

Families are urged to consider carefully all aspects of each option, including transportation, finances, accessibility to the variety of on-campus activities, and the relative merits of living at home versus school residence for the student. Please understand that awards for financial aid candidates who live in day student towns are based on the day student tuition.

Students residing in Andover or North Andover must apply as day students. Applicants from the following Massachusetts cities and towns have a choice: Boxford, Bradford, Dracut, Georgetown, Groveland, Haverhill, Lawrence, Lowell, Lynnfield, Methuen, Middleton, North Reading, Reading, Tewksbury, and Wilmington, and also Atkinson, Pelham, Plaistow, and Salem, N.H.

Candidates living outside our day student area but intending to move before September to a day student town should discuss the situation with an admission counselor, apply as boarders, submit a letter of intent to the admission office prior to the application deadline, and notify the admission office when the move is completed. At that point, such candidates will be changed to day student status. Current students who move to either Andover or North Andover will be required to become day students.

1978

Phillips Academy celebrates its 200th birthday with a broad array of festivities.

1981

The Community Service Program is developed, serving three local agencies. Today, students can participate in volunteer projects at over 25 local organizations.

1981

Donald McNemar is named the 13th headmaster of Phillips Academy.

1982

The tuition for boarders is $7,200.

FIVE STEPS TO BE COMPLETED FOR APPLICATION

Candidates are strongly encouraged to review the most up-to-date application instructions located at www.andover.edu/admission under the "How to Apply" navigation link.

1. Become a Candidate for Admission

Fill out the Request Information form at www.andover.edu/admission or call 978-749-4050 to request a catalog.

2. Complete the Candidate Profile as soon as possible

To begin the application process, complete the Candidate Profile located at www.andover.edu/admission and submit the non-refundable $40 fee ($70 for international students). The Candidate Profile should be submitted well in advance of the stated application deadlines. An applicant file will not be created until the Candidate Profile is received. Fee waivers are available; please call 978-749-4050 to request one.

3. Schedule a Personal Interview

Day student candidates must complete their interviews by January 15 and boarding candidates by February 1. Candidates are encouraged to schedule interviews in either the spring, summer, or early fall of the year before they intend to enter. It is in everyone's best interest for the interview to take place as early as possible. A visit to the Academy is desirable, as it gives candidates a chance to have questions answered and see the school.

Please allow two hours for the tour and interview, and be sure to dress with the weather in mind. If a candidate or a member of the candidate's family needs disability-related accommodations, please notify the admission staff at 978-749-4050 in advance of scheduling an interview so we can make appropriate arrangements. After the interview, candidates and their families are welcome to walk about the campus, visit the Addison Gallery of American Art and Peabody Museum of Archaeology, or watch games and practices. Candidates who cannot visit the Academy are themselves responsible for arranging an interview with an alumni admission representative. See "Interviews with Alumni Admission Representatives" below. We do not conduct telephone interviews.

4. Return the Final Application Forms

Final application forms should be completed and submitted as soon as final grades are available for the fall term. The transcript must include current grades for the application to be complete. Priority consideration is given to applications submitted by January 15. (Candidates who apply after January 15 should return forms immediately.) Teacher recommendations should be from current teachers. We cannot accept any application forms by fax.

5. Take the Appropriate Standardized Admission Test

Applicants for grades 9 or 10 submit either the Secondary School Admission Test (SSAT) or the Independent School Entrance Examination (ISEE). You can register for the SSAT at www.ssat.org and for the ISEE at www.erbtest.org.

Applicants for grade 11 submit either the SSAT, ISEE, SAT, or PSAT. Applicants for grade 12 or a postgraduate year submit either the PSAT, SAT, or ACT.

Whenever possible, international students for whom English is not the primary language also should submit the Test of English as a Foreign Language (TOEFL).

The TOEFL, SSAT, and ISEE must be completed during the academic year in which an application is submitted.

INTERVIEWS WITH ALUMNI ADMISSION REPRESENTATIVES

While it is advisable from the student's point of view to visit Andover, distance and cost frequently render a visit impractical. When this is the case, after completing the Candidate Profile, the candidate should e-mail or telephone the most conveniently located alumni admission representative (AAR) and arrange for an interview. After you arrange for an interview with an AAR, please notify the Andover admission office of the date of the interview and the name of the interviewer. This procedure will help us keep your records up to date. To find an AAR near you, please refer to the online list at www.andover.edu/admission.

1986

Headmaster McNemar and the chief of foreign relations for the Soviet Ministry of Education sign an exchange program with the Novosibirsk Physics-Mathematics School in Siberia. The program, the first of its kind for high school students anywhere in the United States, begins the following fall. Later in the decade, Nobel Laureate and peace activist Andrei Sakharov (left) visits the Academy.

1994

Barbara Landis Chase becomes the 14th head of school, the first woman to hold the position.

"Our students will need courage and compassion, a sense of balance and of humor, a commitment to work and to their families, a sure sense of themselves and a deep commitment to the community. They will need knowledge and goodness."

—Barbara Landis Chase Investiture Address

SECONDARY SCHOOL ADMISSION TEST

The 2011–2012 Student Registration Information Brochure, published by the Secondary School Admission Test Board, Princeton NJ 08540, will be sent by Andover to all candidates. This brochure describes the Secondary School Admission Test, which will be given on the following dates:

October 15, 2011*	February 4, 2012*
November 12, 2011	March 3, 2012
December 10, 2011	April 21, 2012
January 7, 2012	June 9, 2012*

**U.S./Canada sites only*

Candidates are strongly urged to take the SSAT administered in either November or December 2011.

TWELFTH-GRADE OR POSTGRADUATE CANDIDATES

Instead of the Secondary School Admission Test, senior and postgraduate candidates must take either the Preliminary SAT or the SAT of the College Board, or the ACT. Prospective students may register online for the PSAT and SAT at www.collegeboard.com, or for the ACT at www.actstudent.org.

Postgraduates are full-fledged members of the senior class and are eligible for all school activities. Because of their academic credits, they frequently have maximum flexibility in course selection.

EARLY DECISION

Andover does not participate in any early decision plan for admission.

School Costs and Affordability

TUITION AND FEES

The tuition for 2011–2012 is $42,350 for boarding students and $32,850 for day students. The average annual cost to educate a student at Andover is more than $70,000. The difference between the annual cost and the tuition charge is made up from gifts and income from endowment, which are the products of the generosity of alumni, parents, and friends. To reserve a student's place for a given school year, a non-refundable deposit in the amount of $2,000 must be received by the acceptance deadline, April 10, in the case of a newly admitted student, or by May 1 in the case of a returning student. The deposit will not be refunded under any circumstances.

The tuition, less the above deposit, is billed in two equal amounts, with half the tuition and fees due July 15 and the final payment due December 1. The award of financial aid scholarship or loan reduces the billed amount accordingly.

An optional Tuition Refund Plan is offered, at 2.5 percent of tuition, to protect against the departure of a student for any reason. Under this plan, 65 percent of the unused portion of the tuition for school days remaining is refunded (excluding the $2,000 non-refundable enrollment deposit and any financial aid scholarship grants).

Unless the Tuition Refund Plan has been purchased, no tuition refund will be made for any student who withdraws, is dismissed, or is absent for any reason after registration.

1996

The town of Andover celebrates its 350th birthday.

The Language Learning Lab is created for students studying foreign languages. It is the first digital language lab facility in the country offering access to real-time video and audio files as well as data over the network.

1996

The Brace Center for Gender Studies opens in historic Abbot Hall as a place to study and understand gender issues within the framework of a coeducational institution.

October 1996

The Board of Trustees approves a strategic plan for the school. One of the plan's goals is to reduce the student body from nearly 1,200 to 1,050 over four years.

1997

The Andover baseball team is invited to play against Exeter on historic Doubleday Field in Cooperstown, N.Y.

Tuition covers instruction, board, room (including basic furniture), physical training and most athletic privileges, use of laboratory equipment and material, and admission to all athletic contests and most entertainment at George Washington Hall or elsewhere on campus, including the Saturday evening movies.

The school provides sports uniforms and most athletic equipment. Students are required to bring their own footwear and are urged to bring whatever other personal athletic equipment they already possess.

OTHER EXPENSES

Tuition does not include a technology fee, materials for art courses, medical expenses and insurance, telephone charges, textbooks, laundry, school supplies, or breakage and/or damage to school property. Typically these expenses total about $2,400 per year. Tuition does not cover private music lessons or the cost of participation in School Year Abroad or other off-campus programs.

Bills for items not included in tuition charges may be rendered at any time during the school year. All charges must be paid by their due date in order to assure a student's place at the Academy. Students with past-due bills may be asked to leave at any time. The diploma of the Academy will not be awarded to seniors whose school accounts are not paid in full by June 1.

Financial Aid and Financial Aid Planning

Financial need should never discourage a student from applying to Phillips Academy. Andover awards financial aid under a need-blind policy and offers grants for low-, middle-, and upper-middle-income families. Andover meets individual family need with grants; no student loans are awarded. To help all Andover families with financial planning, the school has created the Andover Plan, a package of payment options.

Because Andover values and seeks an economically diverse student body, aid is awarded only on the basis of demonstrated need. Full scholarships are awarded based on a comprehensive analysis of need, not a predetermined gross income. Need depends on many variables, such as family income, number of children, age of parents, other tuitions, unusual medical expenses, taxes, assets, liabilities, and so on.

Phillips Academy Financial Aid 2011–2012	
Operating Budget:	$17.0 million
Financial Aid Scholarship Grants:	$15.9 million
Student expenses:	$1.1 million
Average grant for returning students:	$33,400

The best way to find out if you qualify for financial assistance is to apply.

NEED-BLIND POLICY

The 2011–2012 incoming class represents the fourth to be admitted under Andover's new need-blind policy, which removes financial need as an obstacle to admission. Andover's commitment also guarantees that the demonstrated financial need of each enrolling student will be met 100 percent with financial aid grants. Andover is proud to be among the very few institutions to support students in this comprehensive way.

1998

Andover celebrates the 30th anniversary of the school's African-Latino-American Society and the 25th anniversary of coeducation on campus.

April 24, 1999

Andover kicks off Campaign Andover, the largest fundraising drive in secondary school history, to raise $200 million in support of scholarships, salaries, technology, resources, and campus improvements.

May 1999

Andover's Robert S. Peabody Museum of Archaeology takes part in the repatriation and reburial of sacred artifacts and the remains of about 2,000 Pecos Indians exhumed during an expedition led by Andover archaeologist Alfred V. Kidder from 1915 to 1929. It is the largest reburial of human remains to ever take place in the country.

TO APPLY FOR FINANCIAL AID

1. When filling out the Candidate Profile (located online), parents should check "yes" for financial aid.

2. As part of our campus-wide effort in environmental sustainability, the financial aid application is paperless. Please visit the National Association of Independent Schools (NAIS) Web site at www.sss.nais.org after November 15 to fill out the Parents' Financial Statement (PFS) online. NAIS's School & Student Services (SSS) uses a formula nationally accepted among independent schools to analyze need and provides Andover with a preliminary estimate of your family's ability to contribute to educational expenses. The process assures that all schools to which a student applies will base their calculations on the same data.

3. Please send copies of your most recent IRS 1040 and W2 forms to SSS. Subsequently, SSS will convert your paper documents to PDF format and make them available electronically to Andover.

Requests for aid filed after the January 15 deadline may not be processed in time to be included in the initial allocation of financial aid funds.

INTERNATIONAL FAMILIES

In addition to completing the PFS, international families also must complete the international financial aid profile. Families may obtain the profile by downloading it from Andover's Web site at www.andover.edu or by contacting the Office of Financial Aid.

FEE WAIVERS

We recognize that applying to secondary schools can be a financial burden for some families. With verification of financial need, Andover may waive the fees for the admission and financial aid applications and standardized testing. For more information about fee waivers, please call our office at 978-749-4059.

DIVORCED OR SEPARATED PARENTS

The resources of both parents must be considered in cases where a divorce or separation has taken place. Each parent will be asked to submit a separate PFS and will not have access to the other parent's application information. The availability of complete information from both parents is essential to assure a fair assessment of the family contribution. Lack of this information may result in no award of aid or an arbitrarily low financial aid package.

FINANCIAL AID AWARD NOTIFICATION

Financial aid award letters are mailed in the same envelope as the letter of admission, on March 10. For more detailed information, direct your e-mail, letter, or telephone call to:

James F. Ventre, Director of Financial Aid
Phillips Academy
180 Main Street
Andover, MA 01810-4161
Telephone: 978-749-4059
E-mail: jventre@andover.edu

FINANCIAL PLANNING: THE ANDOVER PLAN

All families, whether or not they are receiving financial aid, benefit from planning carefully the way in which they will pay for their children's education. Accordingly, Andover created the Andover Plan, which offers parents different payment options. The program was designed with the help of Tuition Management Systems, a division of Key Bank, NA. Briefly, the options include a one-time tuition payment that avoids tuition increases; a program that accesses a credit loan; and arrangement of a monthly budgeting plan. All students who are enrolled on a full-time basis are eligible for these plans, which are explained in detail on the following page.

2002

Andover celebrates the opening of Phelps Stadium and the Harrison Rink.

2003

Andover celebrates its 225th anniversary and the 175th anniversary of the founding of Abbot Academy with music, colloquia, and festive food.

2004

The $28 million Gelb Science Center opens, enhancing science teaching with state-of-the-art facilities.

2007

On September 15, the first Non Sibi Day takes place. Students, faculty, staff, alumni, and parents from around the globe engage in community service projects.

November 2007

Phillips Academy announces need-blind admission policy.

The Andover Plan provides the following payment options for a range of family situations.

	Phillips Academy: **Annual One-Payment Plan** A payment option	Phillips Academy: **Annual Two-Payment Plan** A payment plan	Phillips Academy: **Guaranteed Tuition** Single payment pre-payment plan	Springstone Financial LLC: **Your Tuition Solution℠ *** A low-cost private loan	Tuition Management Systems: **Monthly Payment Plan** A monthly budget plan
Benefits	• No credit review • No interest • No application fee • Complimentary Tuition Refund Plan coverage	• No credit review • No interest • No application fee	• No tuition increases • Automatic enrollment in Tuition Refund Plan at no cost for the current school year • May provide an estate planning opportunity for grandparents	• Quick credit decision available online at www.yourtuitionsolution.com • Priced competitively with traditional sources of funds • Payments can be made by check, online, or direct debit from your checking or statement savings account	• Easy online enrollment and renewal at www.afford.com/andover • No credit review • Families may budget any annual amount of expense over 10 months. You must pay the $2,000 enrollment deposit directly to the Academy • Payments can be made by check or money order, wire transfer, direct debit from your checking or statement savings account, or charged to your credit card using the TuitionCharge℠ Service**
Features	• One payment by July 15, 2011, for tuition and all fees	• 1/2 of tuition and fees due by July 15, 2011 • Remainder of tuition and fees due by December 1, 2011	• Family prepays multiple years of a student's Andover education (2, 3, or 4 years of tuition) from its own resources at the 2011–2012 tuition rate by July 15, 2011	• Borrow $2,000–$40,000 for 24–84 months with fixed rates as a low as 5.99% • Loan funds are sent directly to Phillips Academy	• Pay for year of school in 10 equal monthly payments beginning May 1 • Enrollment fee of $70 prior to June 1, then increases to $125 • Family pays Tuition Management Systems, which remits payment to Phillips Academy
Eligibility	• Any family	• Any family	• Families not receiving financial aid from Phillips Academy	• Main applicant: Parent, sponsor, or guardian of a student • Both U.S. citizens and permanent residents are eligible to apply. Either the applicant or the co-applicant must be a U.S. citizen • Applicant and co-applicant (if applicable) must meet minimum credit criteria	• Any family wishing to pay annual costs in equal monthly payments, regardless of financial aid awards • Accounts will not be opened after June 30, 2011
Obligation	• One payment for tuition and all fees	• Two equal payments of tuition and all fees	• Prepayment to the school of the entire 2, 3, or 4 years of tuition at the 2011–2012 tuition rate	• Monthly payments to Your Tuition Solution℠ for up to 7 years • No prepayment penalty	• Monthly payments to Tuition Management Systems over 10 months, beginning May 2011
Source	• Family funds or loans	• Family funds or loans	• Family funds or loans	• Loan	• Family funds
Contact	Phillips Academy 978-749-4504 billing@andover.edu	Phillips Academy 978-749-4504 billing@andover.edu	Phillips Academy 978-749-4510 gtpp@andover.edu	Your Tuition Solution℠ 800-920-9777 www.yourtuitionsolution.com	Tuition Management Systems 800-722-4867 www.afford.com/andover

**All private loans are subject to credit approval. Product terms and conditions are subject to change at lender discretion. **A convenience fee may apply.*

TRAVELING TO ANDOVER

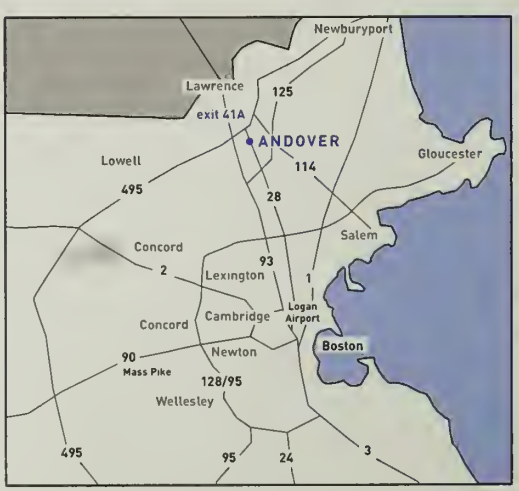
DIRECTIONS

If traveling by car from Boston, take I–93 north for about 19 miles. Take Exit 41, then turn right (east) and follow Route 125 for two miles. Turn right onto Route 28, and go north three miles to the Andover campus. Turn right after the bell tower onto Salem Street. The Shuman Admission Center is on the right. Parking is located behind the building.

If driving from Logan International Airport, follow the signs to Boston via the Sumner Tunnel, then follow I–93 north signs, then follow the directions above.

From I–495 north or south, take Exit 41, marked Andover, and proceed south on Route 28 through the town of Andover. The Phillips Academy campus is approximately one mile south of the center of town. At the traffic light at the intersection of Main Street and Salem Street (at the bell tower), take a left onto Salem Street. The Shuman Admission Center is on the right. Parking is located behind the building.

The Mass. Bay Transportation Authority runs commuter trains to Andover from Boston. Call them at 617-222-3200 or 800-392-6100 or visit their Web site: www.mbta.com.



ACCOMMODATIONS

Andover Inn
Chapel Avenue, Andover
978-775-4900

Comfort Suites
4 Riverside Drive, Andover
(Exit 45 off I–93)
978-475-6000

Comfort Suites
106 Bank Road, Haverhill
(Exit 49 off I–495)
978-374-7755

Courtyard Marriott
10 Campanelli Drive, Andover
(Exit 45 off I–93)
(Next to Wyndham Andover Hotel)
978-794-0700 or 800-321-2211

Fairfield Inn by Marriott
1695 Andover Street, Tewksbury
(Exit 39 off I–495)
978-640-0700 or 800-228-2800

Holiday Inn
Tewksbury/Andover
4 Highwood Drive, Tewksbury
(Exit 39 off I–495)
978-640-9000 or 800-465-4329

Residence Inn Boston Andover
500 Minuteman Road
(Off River Road), Andover
(Exit 45 off I–93)
978-683-0382 or 800-331-3131

SpringHill Suites
550 Minuteman Road, Andover
(Exit 45 off I–93)
978-688-8200 or 866-449-7388

Staybridge Suites
4 Technology Drive, Andover
(Exit 45 off I–93)
978-686-2000 or 800-238-8000

Wyndham Andover Hotel
123 Old River Road, Andover
(Exit 45 off I–93)
978-975-3600 or 888-949-3300

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CLASS SCHEDULE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
● 8:00–8:45 1st Period (45 minutes)	8:00–8:45 1st Period (45 minutes)	8:00–8:45 1st Period (45 minutes)	8:00–8:45 Department Meeting	8:00–8:45 1st Period (45 minutes)
8:55–9:40 2nd Period (45 minutes)	● 8:55–9:40 2nd Period (45 minutes)	8:00–9:15 1st Period (75 minutes)	8:50–10:05 3rd Period (75 minutes)	8:55–9:40 2nd Period (45 minutes)
		9:25–10:40 2nd Period (75 minutes)	9:20–10:05 3rd Period (45 minutes)	
9:45–10:15 Conference	9:45–10:15 Conference	9:55–10:40 2nd Period (45 minutes)	10:10–10:40 Conference	9:45–10:15 Advising
● 10:20–11:05 3rd Period (45 minutes)	10:20–11:05 3rd Period (45 minutes)	10:50–11:35 All-School Meeting	10:45–11:30 4th Period (45 minutes)	10:20–11:05 3rd Period (45 minutes)
11:15–12:00 4th Period (45 minutes)	● 11:15–12:00 4th Period (45 minutes)	11:45–12:30 7th Period (45 minutes)	10:45–12:00 4th Period (75 minutes)	11:15–12:00 4th Period (45 minutes)
● 12:10–12:55 5th Period (45 minutes)	12:10–12:55 5th Period (45 minutes)	11:45–1:00 7th Period (75 minutes)	12:10–1:25 5th Period (75 minutes)	12:10–12:55 5th Period (45 minutes)
1:05–1:50 6th Period (45 minutes)	● 1:05–1:50 6th Period (45 minutes)		12:40–1:25 5th Period (45 minutes)	1:05–1:50 6th Period (45 minutes)
● 2:00–2:45 7th Period (45 minutes)	2:00–2:45 7th Period (45 minutes)		1:35–2:20 6th Period (45 minutes)	2:00–2:45 7th Period (45 minutes)
			1:35–2:50 6th Period (75 minutes)	
Athletics and Community Service				
4:50–5:35 (45 minutes)	● 4:50–5:35 (45 minutes)		4:50–5:35 (45 minutes)	4:50–5:35 (45 minutes)
4:50–6:05 (75 minutes)	4:50–6:05 (75 minutes)		4:50–6:05 (75 minutes)	4:50–6:05 (75 minutes)

- The daily schedule includes a once-a-week extended academic period for most classes and a weekly All-School Meeting on Wednesdays.
- A black dot indicates the day on which a 4-hour course that uses its extended period does not meet.
- 45-minute classes meeting during a 75-minute time slot will meet at the time specified.

BEYOND THE CLASS SCHEDULE

5:00 p.m.
Paresky Commons begins serving dinner
(Paresky Commons open all day for casual dining)

6:20–7:50 p.m.
Cocurricular programs (club meetings, music and drama rehearsals, publications, etc.)

8:00 p.m.
Study hours begin: underclass students do academic work in their dormitories or in the library, language lab, art studio, music building, writing center, science study hall, or math study hall

10:00 p.m. (Monday, Tuesday, Wednesday); 9:30 p.m. (Sunday, Thursday)
Dorm sign-in for all students on weeknights. (During 5-day weeks, Friday evening sign-in is 10 p.m. for underclass students, 11 p.m. for seniors. Saturday evening sign-in for all students is 11:30 p.m.)

11:00 p.m.
Lights out for juniors; Lowers are to be in their own rooms. During the fall term, uppers are expected to be in their own rooms.

CATALOG CREDITS AND ACKNOWLEDGEMENTS

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In My Time, ed. by Claude M. Fuess, Phillips Academy, 1959.

Men of Andover, Claude M. Fuess, Yale University Press, 1928.

Men of the Old School, Scott Paradise, Phillips Academy, 1956.

An Old New England School, Claude M. Fuess, Houghton Mifflin Co., 1917.

A Singular School, Susan M. Lloyd, Phillips Academy, 1979.

Youth from Every Quarter, Frederick S. Allis Jr., Phillips Academy, Andover, 1979.

Dover Publications, Inc.

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July 2011

CALENDAR *2011–2012 Academic Year*

FALL TERM

September

Tuesday 6	Faculty returns
Saturday 10	New students arrive and register
Sunday 11	Returning students arrive and register
Tuesday 13	Classes begin

October

Saturday 1	Non Sibi Day
Sunday 2	Day Student Open House
Friday 14	Midterm academic review
Friday 21–Sunday 23	Parents' Weekend
Monday 24	College Visiting Day (no classes)

November

Saturday 12	Andover-Exeter athletic contests
Friday 18	Thanksgiving vacation begins, 5:35 p.m.
Monday 28	Thanksgiving vacation ends, 8 p.m.

December

Friday 2	Classes end, 5:35 p.m.
Friday 9	Winter vacation begins, 2:30 p.m.

WINTER TERM

January

Tuesday 3	Winter vacation ends, 8 p.m.
Saturday 7	Day with Andover Open House
Monday 16	Martin Luther King Jr. Day (special schedule)

February

Friday 3	Midterm academic review
Monday 13	Midwinter holiday (no classes)
Saturday 25	Andover-Exeter athletic contests

March

Friday 2	Classes end
Thursday 8	Spring vacation begins, 5 p.m.

SPRING TERM

March

Sunday 25	Spring vacation ends, 8 p.m.
Tuesday 27	Spring Visit
Friday 30	Spring Visit

April

Monday 2	Spring Visit
Tuesday 3	Spring Visit
Monday 16	College Visiting Day (no classes)
Friday 27	Midterm academic review

May

Saturday 12	Grandparents' Day
Friday 25	Classes end, 5:35 p.m.
Saturday 26	Andover-Exeter athletic contests
Thursday 31	Senior Prom

June

Sunday 3	Commencement

Six-day weeks include Saturday classes on October 22, October 29, April 21, and May 12.

OFFICE OF THE DEAN OF STUDIES

Course *of* Study

ACADEMIC YEAR 2011–2012

Phillips Academy

ANDOVER

PLEASE NOTE:

The information that follows is accurate as the Course of Study goes to press. Phillips Academy reserves the right to make changes subsequent to the date of publication. All such changes will be reflected in the online version of the Course of Study, available at ***www.andover.edu/academics/coursecatalog.***
For the latest, most accurate information, please consult this online version.

Course of Study
2011–2012

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GENERAL INFORMATION

The Educational Program

Phillips Academy's educational program comprises academic, athletic, and community dimensions. The *Blue Book* describes for students and their parents the opportunities, requirements, responsibilities, and expectations associated with these different elements. The *Course of Study* focuses on the academic program.

The Academic Curriculum

The curriculum of Phillips Academy comprises a required core of studies believed to be fundamental to a liberal education and elective courses designed to fit the interests of the individual student. Instruction is given in all subjects usually required for entrance to higher learning institutions.

The diploma requirements, chosen by and voted on by the entire faculty as essential elements of the academic program, are designed to ensure that Phillips Academy graduates successfully complete a course of study in a broad range of disciplines and skills that, in the judgment of the faculty, provides the appropriate foundation for a liberal education. The requirements are further specified as to skill level and content by the academic divisions and departments, with the oversight of the Academic Council. Certain requirements vary in keeping with the length of time a student attends the Academy.

Classroom groups are small enough to permit individual attention, and students are placed in sections fitted to their skill levels. Accelerated sequences and advanced courses offer particularly able and well-prepared students opportunity to progress at a rate commensurate with their ability and ambition. Most departments offer courses beyond the level of preparation for college.

Topics, texts, and materials occasionally may not win the full approval of all students or parents. However, they will be selected carefully and thoughtfully within our academic departments, then presented and considered in managed contexts. Parental objections to course materials will not affect student placement in sections or courses.

The Trimester Plan

The academic year is separated into three trimesters. There are two types of weekly class schedules: one during which classes meet only Monday through Friday, and the other during which classes also meet on Saturday morning. Within a given week, classes are scheduled to meet according to varying patterns. Many departments offer yearlong courses, as well as those that are term-contained (completed in one trimester). The diploma requirements are stated in terms of full-year courses or trimester courses, depending on the academic area involved.

Placement of Newly Admitted Students

Students entering their first year are sent placement materials, including forms for present teachers to complete and self-administered diagnostic tests in elementary algebra, music, and some world languages. These items are used by the Academy to aid in proper placement or recommendation of course levels. New students are also asked to complete to the best of their ability a course selection form indicating the courses they wish to take during the coming year. Although the placement material may alter a student's preliminary selections somewhat, it is helpful, for planning purposes, to know the levels each student thinks he or she is ready to enter.

Placement in the level of a subject may be independent of a student's grade level in school; through advanced placement at entrance or by taking accelerated courses, many students fulfill requirements early, thereby gaining increased opportunity for college-level or other elective courses.

For full membership in a given grade, students should have credit for the work of the previous grade or its equivalent. However, students are rated as members of a given grade if their deficiencies for full membership in it do not exceed a certain number of trimester courses.

Grade levels at Andover have unusual names: ninth-graders are called Juniors, 10th-graders are called Lower Middlers or Lowers, 11th-graders are called Upper Middlers or Uppers, and 12th-graders and postgraduates are Seniors.

International Students

Phillips Academy recognizes that international students who are here for only one year may face unique transitional issues because of their relatively short tenure at the school. The Academy therefore provides some initial specialized courses in English and U.S. history in which language proficiency is less necessary. (See the introductory paragraphs for the English and history sections of this book.) However, all students at Phillips Academy, including international students, are expected to perform competently in the school's basic curriculum.

Advising

Each student has an advisor. This faculty member is expected to guide the student in shaping a well-thought-out, long-term academic program that will incorporate both breadth and depth. In planning a program of studies, the student's needs and aspirations, insofar as they can be identified, are carefully considered, as is the necessity of meeting diploma requirements. The student's needs may include college and career plans, strengths and weaknesses revealed by previous performance and aptitude tests, and character and personal development.

As each student will also work with a college counselor (starting in winter term of upper year), advisors are not asked to be experts on the entrance requirements of individual colleges and universities, programs within these schools, or the National Collegiate Athletic Association (NCAA). Students and parents are encouraged to research such requirements on their own by going to the Web sites of individual instutitions.

The advisor meets with the new student during the orientation prior to the beginning of classes in September to review and approve the course selections the student has made during the spring or summer. Subsequently the student meets biweekly with his or her advisor to establish a personal relationship and to ensure that issues that arise concerning the student's academic program are addressed promptly. Midway through each term the student and the advisor together make or confirm course selections for the upcoming term and review long-range plans.

From time to time during the academic year the advisor (for day students) or the house counselor (for boarders) will report to parents concerning the student's growth and progress. Late in the spring, students in the three lower classes (Juniors, Lowers, and Uppers) and their respective advisors will prepare course selections for the coming year; a copy of these selections will be on the Parent Portal. The advisor will welcome any information and suggestions parents may wish to offer.

Workload

Phillips Academy's academic program is based upon the premise that students are capable of studying independently, responsibly, and with self-direction.

During junior year, students may take five or six courses as deemed appropriate by the student with guidance from the advisor and Advising Council, a group of faculty appointed by the dean of studies. Subsequently, students are expected to carry five courses each term. On occasion and with the approval of the Advising Council, programs of four or six courses may be taken (see page 6 for the six-course and four-course load policies). Over the span of their last two years, students are required to complete at least 27 trimester units, with at least 12 of those units taken in the senior year.

No student may take more than two courses in one department per term. Furthermore, with the exception of spring term Seniors, a student who wishes to take two courses in a single department must take a five-course load, with the following exceptions: two math courses when one—and only one—is a computer course; two art courses when one is art history; two music courses when one—and only one—is performance-based. Students who, in the spring term of their senior year, wish to take two courses in one department may do so as part of a four-course load. Taking three courses in a single department is not permitted.

In courses designed for ninth-graders, class time and homework time together should total about eight hours per week. For most other courses, this total weekly workload should be about nine hours per class. Certain upper-level elective courses, as noted in their descriptions, may require more than the standard four to five hours of homework per week.

Academic Assistance

Students in need of academic assistance should first seek help from their classroom teachers. Additional help is available at the Academic Skills Center (ASC), where students can sign up for peer tutors or work with an adult on study skills, organizational skills, and time management. Other sources for academic support on campus include the Math and Science Study Halls, the Writing Center, the Community and Multicultural Development (CAMD) office, and language tutoring at the Language Learning Center (LLC).

Phillips Academy does not offer remedial courses, training in English as a Second Language (ESL), or tutoring by faculty members other than out-of-class help offered by teachers to students enrolled in their courses.

In compliance with the Americans with Disabilities Act (ADA) and upon request, the Academy will provide accommodations that are reasonable and appropriate to students with properly documented disabilities. Students who wish to request such accommodations should contact the coordinator of services for students with disabilities for information concerning the Academy's procedures for documenting the disability and the need for accommodation(s). As these procedures take some time, immediate implementation of accommodations may not be possible.

Attendance

Regular attendance in class is an essential element of a Phillips Academy education. Students are expected to attend all academic classes. Instructors, if approached in advance, are permitted (but not required) to excuse students from a class meeting if the absence from that meeting will not add to weekend time. Only cluster deans may give permission to extend weekend time, and they may do so without consulting instructors. (See *Blue Book* for further information.)

Diploma Requirements

The basic diploma requirement is the satisfactory completion of a four-year secondary school program, of which at least three trimesters must be at Andover. The student must be in good standing (not on probation or under suspension) at the time of graduation. A student who has been dismissed is ineligible for a diploma unless readmitted.

Trimester credits required for the diploma are:

for entering Juniors	54
for entering Lowers	51
for entering Uppers	48
for entering Seniors	48

A student's required program includes nine trimester credits in English, nine in world languages, eight in mathematics, seven in history and social science, and six (two full-year courses) in laboratory science. Details about the manner in which these requirements are to be fulfilled can be found in the opening descriptions of the departments concerned.

In order to be eligible for a diploma, all students must satisfy the swimming requirement of the Department of Physical Education.

Certain diploma requirements vary with the class level at which the student enters Phillips Academy. Entering Juniors and Lowers must pass *Physical Education 200* and a one-trimester course offered by the Department of Philosophy and Religious Studies, usually in the lower year. Some modifications of the language requirement are made for entering Uppers and Seniors. Entering Seniors with no previous world language experience must pass a year in a world language.

Students are subject to the following diploma requirements in the visual and performing arts:

- Entering Juniors must earn no fewer than four credits in art, music, and theatre and dance, combined, with at least one credit each in art and music. Students should have completed one credit in art and one credit in music by the end of the lower year.
- Entering Lowers must earn no fewer than three credits in art, music, and theatre and dance, with at least one credit each in art and music.
- Entering Uppers need pass only one trimester of either art or music at the Academy.

A Senior must earn a minimum of 12 graded trimester credits during the senior year. Seniors must have passing trimester grades for all courses taken during their spring trimester. Independent Projects are counted as graded courses.

The Academy's diploma requirements provide a solid foundation for further study in a broad range of areas, while allowing students some latitude to pursue their own particular interests. However, **students should be aware that most colleges require or expect course work beyond our diploma requirements.** For example, most colleges expect students to take four full years of English, and at least three years of language, science, and history or social studies. Some majors, such as engineering, might require four years of science, and math through calculus. We advise students to consider thoughtfully the "Program Recommendations" sheet from the College Counseling Office. In addition, students who are considering college athletics should be aware of the NCAA eligibility rules (www.ncaa.org).

DIPLOMA REQUIREMENTS AT A GLANCE

	4-year student	3-year student	2-year student	1-year student
Trimester Credits (including transfer credits)	54	51	48	48
Art, Music, Theatre and Dance	1 art, 1 music, plus 2 more of art, music, and/or theatre and dance	1 art, 1 music, and 1 more art, music, or theatre and dance	1 art or music	None
English	*English 100, 200,* and *300*	*English 200* and *300*	*English 300* or *301,* and 3 terms at 500-level	3 terms
World Languages	1 year of 300-level or 1 term of 400-level, or 2 years of one language + 1 year of another, with at least one of these being a less commonly taught language	1 year of 300-level or 1 term of 400-level, or 2 years of one language + 1 year of another, with at least one of these being a less commonly taught language	1 year of 300-level or 1 term of 400-level or completion of 2 years of a new world language (following successful student petition)	If student does not have three years of language previously, 1 year
History and Social Science	*History 100* in 9th grade, *History 200* in 10th grade, and *History 300* and *310*	*History 200* in 10th grade and *History 300* and *310*	*History 300* and *History 310**	If not entering credit for U.S. history, then either *History 300* or *320,* followed by *History 310*
Lab Science	2 yearlong lab sciences	2 yearlong lab sciences	2 yearlong lab sciences	2 yearlong lab sciences
Math	Completion of *Math 280* or *340*	Completion of *Math 280* or *340*	Completion of *Math 280* or *340*	Completion of 500-level or higher course or *Math 400*
Philosophy and Religious Studies	1 term (10th grade unless granted an exception)	1 term (often in 10th grade)	None	None
Physical Education	1 term (9th or 10th grade)	1 term (10th grade)	Pass swim test	Pass swim test
Personal and Community Education	Assigned (10th grade)	Assigned (10th grade)	None	None

**If given credit by the department chair for a U.S. history course taken previously, then three terms must be taken of other courses in the department.*

Accelerated Sequences

The Andover curriculum offers accelerated sequences in most academic departments. It provides special programs in the modern world languages, designed to cover four years' work in three, or five years' work in four. The programs are open, on invitation of the departments, to especially able and ambitious students.

Advanced Placement Courses

A large number of Phillips Academy students take College Board Advanced Placement (AP) tests in May to establish advanced placement in college courses or credit toward the college degree. Advanced Placement examinations are offered in American History, Art History, Art Studio (2), Biology, Chemistry, Computer Science (A and AB), Economics (2), English Language and Literature, Environmental Science, European History, French Language and Literature, German, Government and Politics (2), Latin Vergil and Literature, Mathematics (AB and BC), Music Theory, Physics (C), Psychology, Spanish Language and Literature, Statistics, World History, Chinese, and Japanese.

Six-Course Load Policy

Because of both the rigor of individual courses and the Academy's commitment to limiting class size, taking a sixth course after junior year, whether for credit or as an audit, is considered a privilege and not a right. If a student can be scheduled for six courses, approval of that program is automatic only if (a) the sixth course is *Music 900–910* or *Physical Education 200,* (b) the student has earned an honors average in the previous term, or (c) the sixth course is *Theatre 520* and the student has no grade lower than a 4 in the previous term.

In all other instances, the Advising Council will meet during the second week of classes to determine which students will be allowed to continue with six courses. Only in rare circumstances will a student with a grade of 3 or lower in a discipline in which s/he is continuing be allowed to take a sixth course other than *Music 900–910* or *Physical Education 200.*

Approval of a six-course load, whether granted automatically or by the Advising Council, is conditional upon a satisfactory record at the midterm. Any student with a single D or lower at the midterm or a nonmedical incomplete will be required to drop a course, returning to a standard five-course load. Students with one or more medical incompletes or a low 3 at the midterm will be allowed to continue with six courses only with the approval of the Advising Council. Thus, all students taking six courses must understand they may be asked to drop a course after midterm despite having done the work in that course for half of a term.

Four-Course Load Policy

After junior year and prior to senior year, students are expected to take five courses each term. Exceptions are made for significant academic or personal reasons. In the senior year, four-course loads are permitted if: (1) three of the four courses in the proposed program are designated *advanced* or *honors* courses (see below) and (2) approval is granted by the Advising Council, which will consider the overall rigor of the proposed program and the student's individual situation. While they may be approved on a case-by-case basis, four-course loads are somewhat unusual prior to spring term of senior year. Except in the spring term of senior year, a four-course load may not include two courses in the same department, and it may never include a course graded on a pass/fail basis. (In other words, students may take a pass/fail course only as part of a five- or six-course load.)

Courses Designated as Advanced

The following have been designated advanced courses: Art: 400 level and above; English: 500 level and above; World Language: 400 level and above, and 150 and 250 courses taken after the diploma requirement has been fulfilled; History and Social Science: 400 level and above; Mathematics: 510 and above; Music: 400 level and above; Philosophy and Religious Studies: 400 level and above; Sciences: 500 level and above; Theatre: 510 and 520.

Independent Projects: The Abbot Independent Scholars Program (AISP)

The AISP provides selected Seniors (and the occasional younger student) who have exhausted the course offerings in their desired area(s) of study an opportunity to work independently with a faculty mentor for course credit. The number of credits assigned to a student's independent project depends on the nature and scope of the planned work. Each project is graded on the standard 0–6 scale by the supervising faculty mentor.

Seniors who have successfully completed a term of independent work may apply to be Abbot Scholars in the spring term. As an Abbot Scholar, the student will pursue an independent project (typically a continuation or expansion of work done previously), prepare some form of public exhibition based on his or her work, and, together with his or her mentor, participate in a colloquium involving all Abbot Scholars and their mentors.

Additional information on the AISP and its application process is available on PAnet under Academic Resources, Student Information.

Special Courses in World Languages

Special courses covering the work of two years in one are open to qualified Seniors in German, Greek, Latin, and Russian. These 100/150 or 150/0 courses are designed primarily for students of proven linguistic ability wishing to begin a second or third language in their Senior year. Entering Uppers or Seniors who do not place out of the language requirement must study a world language until they either fulfill the three-year requirement or graduate.

Course Enrollments and Cancellations

The school reserves the right to change advertised courses, to alter the dates on which they are offered, and to cancel, at any time up to the third day of classes, any advertised course in which enrollment is judged to be unacceptably small. Likewise, the school has the right to restrict enrollment in any course when sign-ups exceed the departmentally determined course capacity. Students who are enrolled in the first term of a continuing (/1, 2, 3) course may have priority in subsequent terms.

Adding and Dropping Courses

To transfer into or drop a course, a student must first obtain a signed Course Drop/Add Slip from his or her advisor, then take it to the scheduling officer in George Washington Hall to complete the process. Section changes (same course, different time or teacher) and level changes (e.g., *Chemistry 300* to *Chemistry 250*) must be approved by the department chair. No student may transfer into a class without an official transfer slip signed by the scheduling officer. Transfers into term-contained courses must take place during the first five calendar class days of the term. Advisors may approve the dropping of term-contained courses only during the first three weeks of class in a given term. Students wishing to drop a term-contained course after the end of the third week of class in a given term—or a yearlong or two-term (T2) course after the first five calendar days of the course—must ask the assistant dean of studies for permission to petition and obtain the approval of the student's counselor, the student's advisor, the instructor, the department chair, the college counselor, as appropriate, and the assistant dean of studies. Requests to petition must be made before the end of the second week following midterm. No requests will be considered after this date. Credit for yearlong and T2 courses is granted, at the discretion of the department chair, only if the student is passing the course at the time it is dropped and only for that portion completed. Yearlong and T2 courses are considered to be long-term commitments. Only in rare instances, for academically compelling reasons and with permission of the Dean of Studies, may Seniors petition to drop yearlong or T2 courses for the spring term. In those rare instances in which a student is in clear danger of failing in spring term, the teacher may initiate a drop of a yearlong or T2 course; the drop would then need to be approved by the department chair.

Student Requests for a Change of Teacher

Recognizing that effective education requires productive relationships between teachers and students and that such relationships take time to develop, and recognizing also that open discussion between the parties involved in seemingly difficult relationships is itself an important part of education, the Academic Council has approved the following general procedure on student requests for a change of teacher:

1. Permission for a student to change teachers in a multisection course may be given by the department chair. The Academy does not accept requests for specific teachers in these multisection courses.

2. If there has been no previous relationship between the student and teacher, no request for change will be considered until an appropriate period of time has passed (at least one term). During this time both parties are expected to make good faith efforts to develop an effective relationship. The department chair is available to facilitate these conversations, if either student or teacher so desires.

3. Students are advised that permission to transfer carries no guarantee that the student will be assigned to any particular section or teacher. Students are also informed that such transfers may require that other elements of their schedule be altered.

Auditing Courses

In order to audit a course, a student must have the permission of both the teacher and the department chair. To switch to audit status in a course that a student originally had registered to take for credit, a student must follow the same steps required to drop a course except that the student must have the permission of both the teacher and the department chair, no matter when during the term the student is requesting the switch. A lack of effort on the part of a student is not a valid reason to switch to audit status.

Failing Course and Trimester Grades

Unless stated to the contrary in a department or course description, a student who receives a failing trimester grade has the option of making up the failure by passing an examination administered by the academic department involved. The timing of any makeup examination is at the mutual convenience of the student and the department.

There is no time limit for the makeup of a failing *course* grade, either single-trimester or multiple-trimester, though a student may not be eligible to advance to the next course in a sequence until the failure is made up or the course is successfully repeated.

There is, however, a time limit for the makeup of a failing *trimester* grade when that trimester is part of a multiple-trimester course (T2 or yearlong). Such a makeup must be completed by the last day of classes of the following trimester, prior to the start of extended period week.

A Senior who has a failing spring trimester grade is not eligible for his or her diploma until the failure is made up, even if the course grade is passing. Such a makeup (whether by exam or other work) cannot be attempted until at least two weeks after graduation.

College Entrance Examination Board (CEEB) Test Dates

Tests will be held on campus in 2011–2012 as follows:

October 1	SAT Reasoning and Subject Tests
October 22	ACT Assessment
November 5	SAT Reasoning and Subject Tests
December 3	SAT Reasoning and Subject Tests
January 28	SAT Reasoning and Subject Tests
May 5	SAT Reasoning and Subject Tests
April 14	ACT Assessment
April 30–May 11	AP (Advanced Placement) Exams
June 2	SAT Reasoning and Subject Tests

Note: Most students should plan to take the June 2 exams at test centers near their homes, not on campus.

Computer Center

A computer center, located in the lower level of the Oliver Wendell Holmes Library, is available for student use. It houses three computer classrooms and a fourth lab filled with an array of Macintosh and Windows computers. A wide range of software is available, and instruction in computer usage is provided.

Personal Computers

Though there is no expectation that they do so, students are encouraged to bring personal computers to the school. However, Phillips Academy can assume no responsibility for the care, security, or maintenance of these student-owned units. Further information concerning personal computers is available upon request from the director of technology.

School Year Abroad

Students may elect to spend their Upper or Senior year studying in France, Spain, Italy, China, Japan, or Vietnam with School Year Abroad (SYA). Originated as an off-campus program by Andover and later joined as a sponsor by Phillips Exeter and St. Paul's School of Concord, N.H., SYA is now an independent program, both legally and financially. Students live with host families while pursuing a course of study under the supervision of teachers from SYA's associate schools in the United States. SYA provides students with courses that earn full academic credit at Andover and with the experience of immersion in a foreign culture. Students wishing to participate should consult their advisors or the assistant dean of studies for advising for guidance in the selection of courses for the years prior to and following the year abroad. SYA is a yearlong commitment. Students will not be permitted to return to the Academy for winter or spring terms.

Summer Session

Phillips Academy's Summer Session is a five-week-long enrichment program for boys and girls of high school age. While Summer Session courses may reinforce and enrich a student's education, they do not earn Phillips Academy credit.

COURSE NUMBERS

The first digit corresponds to the "level" of the course:

- *Level 1* = 100; for courses that introduce a subject (*SPAN-100*) or that are typically taken by Juniors (*BIOL-100, ENGL-100*)
- *Level 2* = 200; for courses that are the second level in a sequence (*SPAN-200*) or courses that are typically taken by Lowers or Juniors (*ART-225, HIST-200*)
- *Level 3* = 300; for courses that are the third level in a sequence (*SPAN-300*), or for courses that are appropriate for Uppers (*ENGL-300*) or for Juniors, Lowers, and Uppers (*PHRE-300, CHEM-300*)
- *Level 4* = 400; for courses that are the fourth level in a sequence, or for courses that are appropriate for Seniors (but do not qualify for the 500 of 600 designations)
- *Level 5* = 500; for courses equivalent to college freshman classes, sometimes, but not always, indicated by explicit preparation for an AP exam
- *Level 6* = 600; for courses that would typically be taken by majors in the subject in college, or for courses typically taken after the first year of college
- Performance-based credit = 900; for course credit associated with performance, such as music lessons or participation in music ensembles for credit. Numbers followed by "H" indicate higher level performance requirements, such as ensembles with competitive auditions.

The second and third digits (as in *ART-225*) reflect organizational schemes at the departmental level, and therefore will be used differently be different departments. Letters are also used for these purposes.

KEY TO COURSE DESIGNATIONS

A course number ending in /0 denotes a yearlong course (Example: *MATH-100/0*). A number ending in /1, 2, or 3 indicates that the course is term-contained, but sequential, and may be taken for one, two, or three terms (Example: *THDA-520/1,/2,/3*). A number with no term designation (Example: *BIOL-421*) indicates a course that is term-contained but may be taken only once, with the exception of some 400- and 500-level Studio Art Courses.

The designations F, W, and S indicate the trimester during which the course is offered: F = Fall; W = Winter; S = Spring. Some courses require a two-term commitment; they are indicated by a (T2) following the course name (Example: *PHYS-580/4 Calculus-Based Physics (T2)*). Carefully check each course description for any other limitations: prerequisites, permission of instructor or department chair required, etc.

Final Digit:	Indicates:
/0	Yearlong course
/1	Course offered in fall trimester
/2	Course offered in winter trimester
/3	Course offered in spring trimester
/4	T2 course offered in fall and winter
/5	T2 course offered in winter and spring

INTERDISCIPLINARY STUDIES

The following courses were created and are taught by teachers in two or more academic departments. For full descriptions, please refer to the departments indicated under each title below.

Brazilian Cultural Studies
(One credit assigned in either English or History)
ENGL-530AB or *HIST-578*

Abbot Global Seminar: Encounters
(One credit assigned in English and Philosophy)
ENGL-533GL and *PHRE-533*

Out of Tune: Music and the State in the Twentieth Century
(One credit assigned in either History or Music)
HIST-SS485 or *MUSC-485*

Disease and Medicine in the United States: Pox and Pestilence
(One credit assigned in either History or Science)
HIST-SS480 or *SCIE-480*

The Brain and You—A User's Guide
(One credit assigned in either Science or Psychology)
SCIE-490 or *PSYC-490*

PLANNING A PROGRAM OF STUDY AT ANDOVER

The following is designed to help Andover students and their parents understand the curriculum and to show the major decisions (and their consequences) that face students at each stage of the four-year academic program.

The Main Choices at Each Stage of a Four-Year Program

While a student's program of studies is adapted each year to his or her changing situation, the future consequences of each course should be noted, for certain choices in one year open the way to later options—and may close the door on others.

JUNIOR YEAR

Each trimester a Junior may take five or six courses. All will take *History 100* and *English 100.* In other subjects, students may have their placement adjusted as a result of the placement exams or questionnaires sent to them in the spring.

In selecting courses, students are reminded to check the diploma requirements. A Junior's program typically will resemble the following outline.

1. Mathematics	enter the sequence by placement of the department
2. World Language	enter the sequence by placement of the department, usually at the 100 level
3. English	*English 100*
4. History	*History 100*
5. Elective	usually a yearlong science, with most students taking *Biology 100* (students placing in *Math 280* or higher may wish to consider other sciences)
6. Elective	usually a term of art, music, theatre/dance, or physical education

(Occasionally, Juniors will be prepared to take SAT Subject Tests at the end of the year.)

LOWER MIDDLE YEAR

Each trimester a Lower must take five courses. New students may have their placement adjusted as a result of the placement exams or questionnaires sent to them in the spring.

A student wishing to participate in the School Year Abroad program during the upper or senior year should discuss these plans with the advisor and seek guidance for the selection of courses for the lower year.

In selecting courses, students are reminded to check the diploma requirements. A Lower's program typically will resemble the outline below.

Lowers should take the Preliminary Scholastic Aptitude Tests (PSATs) in the fall, and some take the College Board SAT Subject Tests during the lower year.

New Students

1. Mathematics	enter the sequence by placement of the department
2. World Language	enter the sequence by placement of the department
3. English	*English 200*
4. Science	usually a yearlong science
5. *History 200,* Physical Ed., Elective	art, classics, computer, music, philosophy and religious studies, or theatre/dance

Returning Students

1. Mathematics	continue the sequence
2. World Language	continue the sequence
3. English	*English 200*
4. Science	usually a yearlong science
5. *History 200,* Phil/Rel Studies, and Physical Ed., if not yet completed	unless petition for an alternate program has been granted

UPPER MIDDLE YEAR

During the upper and senior years, a student must accumulate a minimum of 27 trimester units. A unit equals one course taken for one trimester. A pass/fail course may be elected as a fifth course only.

New students may have their placement adjusted as a result of the placement exam or questionnaire sent to them in the spring. As a matter of general policy, advisors encourage depth in the selection of courses for the upper year. In selecting courses, students are reminded to check the diploma requirements. An Upper's program should resemble the outline below.

Uppers should take the Preliminary Scholastic Aptitude Tests (PSATs) in the fall; all take the SAT Reasoning Test in January and take the College Board SAT Subject Tests in June of their upper year. Many students should also take the ACT Assessment in April or June. Some also take the College Board Advanced Placement (AP) tests in May of their upper year.

New Students

1. Mathematics	enter the sequence by placement of the department
2. World Language	enter the sequence by placement of the department
3. English	begin the sequence *(English 301)*
4. History	usually *History 300* (T2), *310 (The United States)* (though this may be taken senior year)
5. Elective	art, computer, history, another mathematics, another language, music, philosophy and religious studies, science, psychology, or theatre/dance

Returning Students

1. Mathematics	continue the sequence
2. World Language	continue the sequence
3. English	continue the sequence *(English 300)*
4. History	usually *History 300* (T2), *310 (The United States)*
5. Elective	art, computer, another English, history, another mathematics, another language, music, philosophy and religious studies, science, psychology, or theatre/dance

SENIOR YEAR

During the upper and senior years, a student must accumulate a minimum of 27 trimester units. A unit equals one course taken for one trimester. A pass/fail course may be elected only as a fifth course; an Independent Project counts as a course. A Senior must earn a minimum of 12 graded trimester credits during the senior year. Seniors must have passing trimester grades for all courses taken during their spring trimester. In selecting courses, students are reminded to check the diploma requirements. New students, including international students, should pay particular attention to the introductory paragraphs for the English and History sections of the book. A Senior's program should resemble the outline below.

Many Seniors retake the ACT Assessment and SAT Reasoning and Subject Tests in the fall, and take the College Board Advanced Placement (AP) tests in May.

New Students

1. Mathematics	enter the sequence by placement of the department; if the requirement is not yet satisfied, enter *Mathematics 400*
2. World Language	enter the sequence by placement of the department if the requirement is not satisfied
3. English	as placed by the department
4. Elective	art, computer, another English, history,
5. Elective	mathematics, a 150/0 language, music, philosophy and religious studies, science, psychology, or theatre/dance

Returning Students

Usually most diploma requirements have been satisfied. Careful selection of electives for continued depth in the student's chosen areas is encouraged. Two-year students must take English electives at the 500 level each term.

ART

The visual arts program emphasizes artistic thinking and the development of creative ideas in relation to the techniques of a medium, history of visual ideas, and expressive potential of one's own experience and culture. Students have the opportunity to explore particular areas in depth on both the introductory and advanced levels.

Students who matriculated as Juniors and Lowers must take one of the Visual Studies Studios (*ART-225A, B,* or *C*), which qualifies them for any 300-level Introductory Concentration Course or a 400-level course upon permission of the department chair.

Entering students considering *ART-500* (Advanced Studio Art) should check prerequisites or consult with the department chair to plan a program that includes sufficient breadth and preparation. Students interested in pursuing a particular media area should consider a 500-level course in that area or an independent project.

Students with a strong background in art may seek permission from the chair to enroll directly in a 300-level art course chosen in consultation with the chair of the art department. Exemptions will be granted on the basis of a student's previous course work and a portfolio of work.

Students who matriculated as Uppers may fulfill their diploma requirement in the visual and performing arts with *ART-250,* or they may enroll in a 300-level or 400-level course upon permission of the department chair.

Entering Seniors have no diploma requirement in art. They may take any 300-level course, or a 400-level course upon permission of the department chair.

With the exception of *ART-400,* no art course, if failed, can be made up by examination.

There will be a studio fee for each course, with the exception of *ART-300* and *ART-400.* Additionally, students should expect to help pay for some art materials.

FOUNDATION COURSES

The *ART-225* and *ART-250* Visual Studies courses focus on artistic thinking, visual vocabulary, and the relationship of making and thinking. Why does man create? And how? Projects, discussions, and visits to the Addison Gallery and Peabody Museum focus students on their own creative work and what they perceive in the world around them. Juniors and Lowers must take one *ART-225* course (2-D, 3-D, or media). Uppers and Seniors enroll in *ART-250.*

ART-225A Visual Studies 2-D Studio

(F-W-S)

For Juniors and Lowers. In this studio students use two-dimensional media (e.g., drawing, collage, painting, mixed media, artists' books) and photography to expand their perceptual, conceptual, and technical skills, and develop the visual language needed to communicate their experiences and ideas.

ART-225B Visual Studies 3-D Studio

(F-W-S)

For Juniors and Lowers. In this studio students use three-dimensional media (e.g., wire, clay, wax, paper, plaster) and photography to expand their perceptual, conceptual, and technical skills. By expanding their visual literacy students are able to observe, critically and analytically, their surroundings and visual culture.

ART-225C Visual Studies Media Studio

(F-W-S)

For Juniors and Lowers. In this studio students make photographs and short videos to focus on two central areas of media: photography and time-based images (film/video). Through projects, presentations, and discussions students explore how these media have changed the ways people perceive the world, and express their ideas and feelings.

ART-250 Visual Studies

(F-W-S)

For Uppers and Seniors. *Visual Studies* explores ways in which ideas are translated into images. While learning to think as artists, students will use visual language to communicate their ideas (e.g., line, shape, value, texture, color). Student projects will focus on the expressive possibilities of image making and developing the craft to convey content. In class presentations and lectures, examples from art, media, and popular culture will provide context for discussions relevant to personal and cultural topics.

INTRODUCTORY CONCENTRATION COURSES

Students who matriculated as Juniors or Lowers must complete a foundation course *(ART-225)* prior to enrolling in a 300-level course. Students who matriculated as Uppers may fulfill their diploma requirement in the visual and performing arts with *ART-250,* or they may enroll in a 300-level course upon permission of the department chair.

ART-300/2 Visual Culture: Images and Ideas

This course is designed for a broad range of students as an introduction to the many ways in which images, ideas, and process work together. Through thematic portfolios, students will view and work from the collection of the Addison Gallery of American Art. By comparison, students also will look at artwork from artists of different cultures and from the collections of other museums, both western and non-western. Researching and working thematically, students will get a broad view and will see how different artists focus on similar ideas but with varied processes and approaches to creating objects and images. Students will be introduced to a formal visual language and how artists use this language combined with technique and application to develop ideas. Students interested in enrolling in *ART-300/3 Visual Culture: Discovering the Addison Collection* are strongly encouraged

to take this course. Reading, writing, and research projects will be part of this course. (Ms. Crivelli)

ART-300/3 Visual Culture: Discovering the Addison Collection

Throughout the term, students will view selections from the collection of the Addison Gallery as it relates to the history and context of American art. Each week various themes will be explored and diverse works from the collection will be viewed and discussed from a perceptual point of view. Students will meet the gallery staff and experience what makes a museum function. Readings, writing assignments, and research projects will help students engage, confront, and discuss a wide range of art forms and imagery. Issues surrounding the making and viewing of art will be explored. As a culminating project for the term students will curate an exhibition. (Ms. Crivelli and members of the Addison staff)

ART-301 Architecture I

(F-W-S)

This course will introduce the basic principles of architectural design through a sequence of related projects in drawing, site analysis, and research into precedent, culminating in the design of a space or structure. The design projects throughout the three terms will address architectural design in different contexts—a natural setting (Fall), interface with an existing structure (Winter), and in an urban context (Spring), so that a student wishing to continue with architecture at the 401 level can work with a variety of design issues. With hands-on sketches, drawings, and models, students will explore the issues of a well-thought-out structure and learn to see the environment in terms of human scale, materials, and the organization of space. Class time will include discussions and demonstrations, as well as studio time. There will be a required evening lab. A student wishing to take architecture for a full year should begin with *ART-301* in the fall. (Ms. Boyajian)

ART-302 Ceramics I

(F-W-S)

Ceramics I is designed for students with little or no prior experience with clay. Students will learn a wide variety of forming techniques that allow them to explore solutions to conceptual problems. The instructional emphasis will be on using ceramics as an expressive medium, with hand-building techniques predominating. Projects might include tile mosaics, clay masks and portraits, boxes, vessels, and teapots. Class time will include demonstrations, critiques, and slide and video discussions, as well as studio time. Students can expect to tackle projects that engage many of the key design concepts covered in the diploma requirement courses in art. Assignments for this class will explore the historical and contemporary uses of ceramics, as well as the fundamental aesthetics of three-dimensional form. Students will see their pieces through the entire ceramic process, from wet clay, to glaze, to fired finished work. This course has a required evening lab. (Mr. Zaeder)

ART-303 Computer Media I

(F)

Computer technology offers an indispensible set of tools for an artist, profoundly influencing the ways in which ideas and images are generated, constructed, and presented. Various methods of digital manipulation allow an artist to integrate photographic and traditionally generated imagery (e.g., drawing, painting, printmaking, sculpture). In the first part of the term, students will work on small projects as a way to experiment with the expressive and technical potential and possibilities of Adobe PhotoShop. During the second part of the term, students will design, define, and construct a final project of their choice (e.g., a thematic portfolio of individual or sequential images, a visual book, a CD-ROM, or a mixed-media collage or sculpture). (Ms. Zemlin)

ART-304 Drawing

(F-W-S)

This course will provide students with a sequential exploration of drawing methods and concepts. Students learn through in-class exercises and formal assignments, skills, and concepts relating to contour, gesture, and full rendered drawings. Students will work with a variety of materials. Concepts include the depiction of three-dimensional form on a two-dimensional plane, use of light and dark contrast, and use of proportion and perspective sighting. Assignments are designed to develop the students' skills in direct observation and to encourage creative, expressive thinking. Students will work with still life setups, the surrounding environment, and the figure. (Ms. Crivelli, Ms. Trespas)

ART-305 Painting I

(F-W)

This class is designed to introduce students to the basic elements of painting with water-mixable oils or acrylic paints. Specific problems are assigned to facilitate the study of fundamental paint handling, color mixing, and blending. Issues of form and space relationships, composition, and development of ideas are addressed in balance with the student's need for self-expression. Class critiques, slide talks, and visits to the Addison Gallery complement the actual painting process. (Ms. Trespas)

ART-306 Photography I

(F-W-S)

This introductory black and white film course will explore, through presentations, demonstrations, and group critique, traditional photographic image making. Beginning with basic camera manipulations and film processing, students will be encouraged to explore the magic of light-sensitive silver materials. Laboratory instruction in printing fine art images with variable contrast filters will be provided. Assignments and discussions of historical landscape, portrait, and/or still life genres will further direct each student to examine how a photographer carefully selects and represents his or her vision of the world.

A supervised evening lab opportunity provides additional time for technical help and individual critique with the instructor. Class meets four periods a week, with five hours of preparation. Rental film cameras are available from the art department. (Ms. Harrigan and department)

ART-307 Mixed Media Printmaking

(W)

Students discover and develop personal imagery while learning several types of printmaking techniques, including relief, monoprint, drypoint, and collography. Images are constructed through collage, drawing, and painting on—and carving into—surfaces such as rubber, wood, metal, and plastic. These are inked, in most cases with water-based inks, and transferred to paper by hand or by means of a printing press. Often several impressions will be "pulled" from one printing plate and combined with another. A collaborative project, book arts, and digital printing methods also are explored. Emphasis is on gaining technical, conceptual, and formal skills while developing a student's ideas through various types of printing and mixed media combinations. Critiques, slide talks, and field trips to the Museum of Printing and the Addison Gallery contribute to students' understanding of the history, concepts, and processes behind printmaking. (Ms. Trespas)

ART-308 Sculpture I

(W-S)

Winter Term—*Sculpture I: Clay, Plaster, and Metal.* Sculpture has become an all-inclusive field, with contemporary sculptors working in a wide range of media. In this class we will work with a variety of materials, such as wood, clay, plaster, and metal. Students will have the opportunity to learn a basic set of technical and conceptual skills for working and thinking three-dimensionally. Projects will involve an investigation of the communicative potential of materials, structure, imagery, and context through a process of research, invention, discovery, and discussion. There will be a required evening lab. (Ms. Zemlin)

Spring Term—*3-D Structures and Hand Papermaking.* Paper generally functions as a two-dimensional matrix for book pages, text, and other printed matter, but it is also a versatile material for creating three-dimensional structures. This class will introduce students to paper casting, armature construction, and hand papermaking. Technical demonstrations, assignments, and exposure to a wide range of historical and contemporary artwork will help students develop imagery of their own design. For the casting project, students will create a clay relief, which will be used to generate a plaster mold, and ultimately a series of paper casts. In the armature project, students will work with wire, reed, and other materials to create a three-dimensional structure, which will then involve the application of a "skin" of handmade paper. Students will learn to make paper by hand, starting with *kozo,* the bark of the Japanese mulberry tree. There will be a required evening lab. (Ms. Zemlin)

ART-309 Video I

(F-W-S)

This course introduces principles and techniques of time-based media. Students learn to identify and envision stories, and shoot and edit their own productions. Class time will include viewing and discussing both professional and student work chosen to show ways one conveys ideas by means of images and sound in fiction, nonfiction, and experimental work. There will be three assigned video projects and a final project of one's own choosing. Cameras, microphones, computer editing stations, and software (Final Cut Pro) will be provided by the Polk-Lillard Center. A student wishing to take video for a full year should begin with *ART-309* in the fall. Students with a background in video who think they may be prepared to go directly into *ART-409* should consult with the instructor. (Ms. Veenema)

Art-310 Digital Photography I

(F-S)

From image acquisition to pigmented print processing, this introductory photography course investigates the evolution of current photographic practice from traditional film to digital photographic processes. Technical demonstrations and discussions include the topics of file management, color calibration, color theory of reproduction, digital workflow, color management, image adjustment, digital black and white printing, and compositing techniques. Software packages such as Adobe Photoshop and Lightroom will be available for student use in the school's Polk-Lillard Electronic Imaging Center. Students will be guided in the production of a print portfolio that rivals, in image quality and content, that of traditional color or black and white film photography. Contemporary and historical bodies of work will be examined, and there will be an ongoing appraisal of individual portfolios developed in class. Student portfolios may be thematic in content or represent a carefully considered sequence of experimental work. Students will need to provide their own point-and-shoot or DSLR camera. Students in need of a camera should see the department chair to arrange a loan. (Ms. Harrigan and department)

ART-314 Woven Structures and Fabric

(S)

The class will explore the technical and conceptual potential of fabrics, surface design, and woven structures in terms of function, cultural significance, pattern, abstraction and representation. Students will learn fiber techniques, such as weaving, pieced fabric collage and quilting, stenciling, digital printing on fabric, block printing, and tie-dye. In the process of learning a range of techniques, students will develop ideas and imagery based on personal interests, contemporary fine art, crafts, and the textile collections at the Peabody Museum. (Ms. Zemlin)

ART-365 **Art, Artifacts, and Culture**
(s) (not offered in 2011–2012)

This course involving the art department, the Addison Gallery, and the Peabody Museum will focus on the study of art and artifacts as they reflect diverse cultures, their similarities and differences, in the past and present. Using the collections and resources of the two museums, the class will examine questions such as the following: What do images and artifacts tell us about ourselves and our cultures? How do art forms define other cultures and differ from ours? What drives people to create? Where do our ideas of beauty come from? Who are we and what makes us unique? The class will include readings, discussion, research, and writing, and frequent visits to each museum. (Ms. Crivelli)

ADVANCED CONCENTRATION COURSES

ART-400/1 **A History of Western Art: Lascaux to Assisi**

This study of the origins and development of Western art serves two primary goals: we explore works of art as primary source documents to unveil the values, beliefs, and ideas of the culture in which they were created, and we foster the literacy to read works of art well long after we depart the course. Following a brief but important encounter with non-Western art, we focus on the architecture, painting, and sculpture of Europe from the origins of the Classical Ideal in Greece through its merger with the Judeo-Christian tradition during the early Renaissance. (Mr. Fox)

Prerequisite: Open to Uppers and Seniors; completion of ART-225 or ART-250 is recommended but is not required.

ART-400/2 **A History of Western Art: Masaccio to Rembrandt**

Through this study of Renaissance and Baroque architecture, painting, and sculpture, students learn to place a work of art within its historical context and to use this historical context to drive their reading of the work. The term begins with Europe emerging from the horror of the Black Death; sees the militarism of Julius II, the rise of Martin Luther, and the reforms of the Council of Trent; and concludes with the end of the Dutch Golden Age. In studying these figures and events as well as the art of Grünewald, Michelangelo, Sofonisba, Velázquez, and Caravaggio, among many others, students pay particular attention to the effects of class, gender, national identity, politics, religion, sexual orientation, technology, and urbanism on visual culture. (Mr. Fox)

Prerequisite: Open to Uppers and Seniors; completion of ART-225 or ART-250 is recommended but is not required.

ART-400/3 **A History of Western Art: David to Christo and Jeanne-Claude**

Students in this course explore the architecture, painting, and sculpture of Europe and the Americas from the 18th to the 21st century. While political and social history will fuel readings of many works, as students encounter the 20th century they will apply both intellectual history (Nietzsche, Einstein, Freud, Foucault) and Formal theory (examining the way a work was made and its visual aspects). Throughout the term, two quotations will guide us: Maurice Denis in 1890, "Remember that a picture before it is a picture of a battle horse, a nude woman, or some story, is essentially a flat surface covered in colors arranged in a certain order."; and Pablo Picasso in 1923, "The fact that for a long time Cubism has not been understood and that even today there are people who cannot see anything in it means nothing. I do not read English; an English book is a blank book to me. This does not mean that the English language does not exist, and why should I blame anybody else but myself if I cannot understand what I know nothing about?" (Mr. Fox)

Prerequisite: Open to Uppers and Seniors; completion of ART-225 or ART-250 is recommended but is not required.

ART-401/1
ART-401/2
ART-401/3 **Architecture II**

ART-401 is designed as a continuation of *ART-301* for students who wish to develop and further expand their ideas. The sequence of projects throughout the three terms is designed to allow a student to study a range of architectural issues (if they wish to take architecture more than one term) by addressing different contexts—a natural setting (Fall), interface with an existing structure (Winter), and in an urban context (Spring). After taking *ART-401* once, and in consultation with the instructor, students can develop a term project that includes research and analysis, as well as a developed design that they choose independent of the class assignment. In this course there also will be the possibility to develop a multidisciplinary project in coordination with work in another class. A student wishing to take architecture for a full year should begin with *ART-301* in the fall. A student earning an honors grade will be eligible to advance to *ART-501*. (Ms. Boyajian)

Prerequisite: ART-301 or permission of department chair.

ART-402/1
ART-402/2
ART-402/3 **Ceramics II**

This course is designed for students who have taken *ART-302* and wish to continue their study of ceramics. Since *ART-402* is an advanced course, students will be asked to expand on their existing knowledge of ceramics, to strengthen their technical skills, and to seek sophisticated conceptual and personal solutions to given assignments. Class projects will range in topic but will stress the con-

cept of developing ideas in series: a series of bottle shapes, a series of vase shapes, etc. Students can expect to do some outside reading, to attend slide and video presentations, and to visit the Addison Gallery and Peabody Museum. Students also will participate in all aspects of the making and finishing of their work. This course has a required evening lab. A student earning an honors grade will be eligible to advance to *ART-502*. (Mr. Zaeder)

Prerequisite: ART-302 or permission of department chair.

ART-403 Computer Media II

(w-s)

This course is for the student with keen interest in digital imaging. Student projects will include 2-D design, digital film collage, still/moving image combination, and short stop-action animations. Traditional techniques such as green screen will be demonstrated. At the end of the term students will have the opportunity to pursue a final project of their own choosing.

Prerequisite: ART-303, Digital Photography (ART-310, 410, 510), Video (ART-309, 409, 509) or permission of department chair.

ART-404 Drawing II

(s)

This course will focus on thematic subjects and will function on a more advanced level than Drawing I, while continuing to stress the balance between perceptual skills, concept/compositional development, and technique development. Scale, proportion, spatial studies, the understanding of color, and the exploration of mixed media will be some of the areas covered. A student earning an honors grade will be eligible to advance to *ART-504*. (Ms. Crivelli)

Prerequisite: ART-304 or permission of department chair.

ART-405 Painting II

(s)

In advanced painting, students build on already-acquired technical experience from *Painting I* while developing their own image ideas. Through working from direct observation, technical processes, and conceptual approaches, students explore different ways of working with acrylics and water-mixable oils. We will investigate different approaches that generate ideas for paintings. Painting in series, mixing media, innovating paint application, and utilizing collage and assemblage further extend the possibilities for thinking about what a painting can be. Emphasis is placed on cultivating solid technical skills as well as inventive and challenging approaches to subjects that encourage individual artistic and personal growth. Critiques, Addison Gallery visits, and exploration of artists' work and art historical issues relevant to the student's paintings are important components of this course. A student earning an honors grade will be eligible to advance to *ART-505*. (Ms. Trespas)

Prerequisite: ART-305 or permission of department chair.

ART-406 Photography II

(s)

This advanced course in film photography is designed for students who wish to continue to explore the medium of photography by developing a more cohesive portfolio beyond the basics. The class emphasizes the practice of using the camera for personal research, and students will be encouraged to seek an authentic point of view. Some assignments are given, but the focus of course work depends on the student's ability to define and execute a well-crafted portfolio of self-motivated content. Students may choose to create thematic work, such as a personal visual narrative or a project in the social documentary tradition. Group critiques are designed to enhance perceptual skills and provide feedback and direction for work in progress. Presentations and discussions, photographic book reviews, and visits to the Addison Gallery are offered to fully explore the power of photography from historical and contemporary perspectives. Class meets four hours a week, with five hours of preparation. An evening lab is offered for informal instruction and individual critique. Rental film cameras are available from the art department. A student earning an honors grade will be eligible to advance to *ART-506*. (Ms. Harrigan)

Prerequisite: ART-306 or permission of department chair.

ART-408/2
ART-408/3 Sculpture II

This class is an opportunity for students who have taken *ART-308* to continue their investigation of sculpture. Another set of technical skills will be taught, along with readings, slide talks, and visits to the Addison Gallery. In developing projects, students will be asked to focus on a particular concept, approach, or set of materials throughout the term. There will be a required evening lab. A student earning an honors grade will be eligible to advance to *ART-508*. (Ms. Zemlin)

Prerequisite: ART-308 or permission of department chair.

ART-409/1
ART-409/2
ART-409/3 Video II

This course gives students with a background in video an opportunity to deepen their knowledge. Students design their own projects; some work on term-long projects while others choose to pursue several short projects. All students will be asked to identify goals for the term and design a term plan for meeting their goals. Class time will include viewing and discussing the work of others to inform one's own work. Students enrolled in this course should have previous camera and editing experience. The course will include classes dedicated to introduction or review of Final Cut Pro editing software. Advanced students who wish to continue may enroll in *ART-409* for more than one term or continue in *ART-509*. A student earning an honors grade will be eligible to advance to *ART-509*. (Ms. Veenema)

Prerequisite: ART-309 or permission of department chair.

ART-410 Digital Photography II
(w)

This advanced level course is designed for students wishing to go beyond basic digital photography skills and pursue a significant photographic research project. Students should be willing and able to define a self-motivated project in the portrait, landscape, experimental, or documentary photography genres based on personal interests or passions. Portfolio presentations may take the form of traditionally printed and over-matted pigmented prints, a handmade photographic book of edited images, and/or book projects outsourced to agencies such as Blurb.com. Over-matting techniques and handmade book making construction will be demonstrated. In addition, the course will review the tenets of color theory and color temperature as applied to digital photography prior to more advanced study of studio lighting techniques. Students enrolled in this course should have developed good file management habits, a working knowledge of Photoshop software, and familiarity with their own digital SLR cameras. Students with camera concerns or needs should notify the art department chair. A student earning an honors grade will be eligible to advance to *ART-510*. (Ms. Harrigan)

Prerequisite: ART-310, or permission of department chair.

ART-420 The Quest for Identity: Explorations in Film and Mixed Media
(s)

Open to Uppers and Seniors. As a culture we have always been fascinated by identity, by quests to forge one, or by the machinations to invent one. American artists Edward Hopper, Robert Frank, and Beverly Buchanan, for example, reflect observations of self or describe the identity of others relative to the world around them. For most of us, the search for identity is an unending process in a constantly changing, more global America. This search will be brought into focus through the viewing of films, discussions, and the creation of mixed-media projects based on students' personal ideas about identity. Open to Uppers and Seniors. (Ms. Crivelli)

Prerequisite: Foundation Course (ART-200, 225, or 250) or permission of department chair.

ART-500/0 Advanced Studio Art
(a yearlong commitment)

ART-500 provides Uppers and Seniors with the opportunity to broaden their art experience at an advanced level and also study in depth areas of their choosing. Students can use this course to develop and enhance their art portfolios, document work for college admission portfolios, or prepare Advanced Placement (AP) portfolios. In the fall term, students study broadly at an advanced level using a range of media and techniques. In the winter term students audit a *300/400*-level course to focus on a specific medium, while also meeting weekly with the *ART-500* class for critiques, readings, discussions, and Addison Gallery events. In the spring term, students work on supervised independent projects that are either discipline-specific or cross-disciplinary in nature. As a culmination of the course students organize, curate, and install an exhibition of their work in the Gelb Gallery. Guest speakers, field trips, and visits to the Addison Gallery will augment the course. Attendance at a weekly evening lab is required. (Ms. Zemlin)

Prerequisite: Diploma requirement in art and at least two additional 300- or 400-level studio art courses, or permission of department chair. A course in drawing is strongly recommended.

500-Level Studio Courses

The following courses are open to students upon completion of the preceding 400-level courses with an honors grade, or by permission of the instructor and department chair. These 500-level courses may be taken more than once.

ART-501/1
ART-501/2
ART-501/3 Architecture III
(Ms. Boyajian)

ART-502/1
ART-502/2
ART-502/3 Ceramics III
(Mr. Zaeder)

ART-504 Drawing III
(s)
(Ms. Crivelli)

ART-505 Painting III
(s)
(Ms. Trespas)

ART-506 Photography III
(s)
(Ms. Harrigan)

ART-508/2
ART-508/3 Sculpture III
(Ms. Zemlin)

ART-509/1
ART-509/2
ART-509/3 Video III
(Ms. Veenema)

ART-510 Digital Photography III
(s)
(Ms. Harrigan)

CLASSICAL STUDIES

The following courses in classical studies are designed to provide students with a broad introduction to classical civilization through history, literature, mythology, and etymology. All courses are electives, open to the various classes as noted, and require no knowledge of Greek or Latin. Courses in those languages, offered by the Department of Classics, are described under World Languages.

CLAS-310 Etymology

(F-W-S)

Four class periods. Open to all classes. English has an immense vocabulary (far larger than that of any other language), over half of which is based on Latin and Greek roots. The words of this Greco-Roman inheritance are best understood not simply as stones in the vast wall of English, but rather as living organisms with a head, body, and feet (prefix, main root, and suffix), creatures with grandparents, siblings, cousins, foreign relatives, life histories, and personalities of their own; some work for doctors and lawyers, others for columnists, crusaders, and captains of commerce. Systematic study of a few hundred roots opens the door to understanding the meanings and connotations of tens of thousands of words in English, the language now rapidly emerging as the most adaptable for international and intercultural communication.

CLAS-320 Greek Literature

(F-W-S)

Four class periods. Open to all classes. A systematic study of the masterpieces of early European civilization as seen in their proper literary, intellectual, and historical contexts. In what is essentially a history of ideas, the major genres of epic, tragedy, comedy, satire, history, erotic poetry, and philosophy are stressed as aspects of the wider evolution of European thought. The major problems that still confront human life are explored through the writings of Homer, Aeschylus, Sophocles, Euripides, Herodotus, Thucydides, Aristophanes, Plato, and others.

ENGLISH

The diploma requirements in English are intended to establish competence in writing and reading. All Juniors take *ENGL-100* and may not take *ENGL-200.* For new Lowers, this requirement is fulfilled by successful completion of *ENGL-200* and *ENGL-300.* New Uppers fulfill their requirement by successful completion of *ENGL-301* and three terms of English electives. International students who are new Uppers usually begin the sequence with *ENGL-301.* One-year American students and some one-year international students will begin with *ENGL-495* for one term, followed by electives in the winter and spring terms; these international students must be placed by the chair of the department. The remainder of the one-year international students begin with *ENGL-400/1, /2,* followed by a course designated by the department chair in consultation with the students' teachers. Any course so designated will fulfill diploma requirements. Seniors who are returning international students continue the sequence or select in accordance with placement by the department. Related courses, whose prerequisites vary, are listed elsewhere in this booklet.

No failed course may be made up simply by passing a makeup examination.

REQUIRED COURSES

ENGL-100/0 An Introduction

(a yearlong commitment)

ENGL-100 provides an introduction to the study of language and literature at Andover. In this junior course, which cultivates the same skills and effects pursued throughout the English curriculum, students begin to understand the rich relationships among reading, thinking, and writing.

ENGL-100 assents to Helen Vendler's notion that "every good writer was a good reader first." Accordingly, *ENGL-100* students work to develop their ability to read closely, actively, and imaginatively. They study not only what a text means but also how it produces meaning. They seek to make connections as they read—perhaps at first only connections between themselves and the text, but eventually connections within the text and between texts as well. All the while, however, *ENGL-100* students revel in the beauty, humor, and wisdom of the literature.

Over the three trimesters, *ENGL-100* students read literature of various genres and periods. Every class reads Homer's *Odyssey* and at least one play by William Shakespeare. For the rest of the syllabus, teachers turn to a great many authors. Among those whose work is most regularly selected are Ernest Hemingway, Toni Morrison, J.D. Salinger, and August Wilson.

ENGL-100 students practice several types of writing, primarily in response to what they read. They write at times in narrative, expressive, and creative modes, but

their efforts focus more and more on critical analysis. They learn to conceive of writing as a craft to be practiced and as a process to be followed. Through frequent assignments, both formal and informal, *ENGL-100* students come to value writing as a means of making sense of what they read and think. Attending carefully to their writing at the levels of the sentence, paragraph, and full essay, they learn to appreciate the power of the written critical argument. Although their work is substantially assessed throughout the year, *ENGL-100* students do not receive grades during the fall trimester. At the end of the term, their report cards will indicate "Pass" or "Fail."

Lively, purposeful class discussions reinforce the lessons of reading and writing and often leave students with especially fond memories of their *ENGL-100* experience. The course prepares our youngest students well for the further challenges of their education at Andover.

ENGL-200/0 Writing to Read, Reading to Write
(a yearlong commitment)

Fall term—During the fall term of *ENGL-200*, classes focus on the writing process. Students are exposed to a variety of rhetorical modes, such as narration, description, analysis, comparison/contrast, cause/effect, definition, example/illustration, process, and argument. By the end of the term, students should be able to organize, develop, and write cogent essays in five or six of these modes. Teachers integrate a variety of reading assignments into their lessons on the writing process. During the fall term, classes also work deliberately on vocabulary development, clarity, grammar, mechanics, and punctuation.

Winter term—In the winter term, the focus shifts to reading and writing about poetry. While the course introduces literary terms and strategies for understanding poetry, the literature serves primarily as an opportunity for the students to work on writing skills, drawing on the lessons of the fall term and reinforcing argument and persuasion as patterns of thought that can guide the writer logically through a discussion of a poem.

Spring term—In the spring term, the focus shifts again to reading and writing about fiction, including the novel. Students continue to write in the modes introduced in the fall term and focus on organizing the essay. The spring term includes a project involving one of the texts and a research paper, class presentation, or performance.

ENGLISH 300 AND 400

ENGL-300 and *400* emphasize writing about literature as a way to discover meaning; both encourage open discussion. Gradually, these courses stress longer and more sophisticated literary analyses. While emphasizing the analytical—both the close reading of texts and the focused writing that asserts a thesis and supports its points with extensive textual evidence—these courses also encourage other forms of expression, such as journals, narratives, role-plays, and parodies.

ENGL-300/0 The Story of Literature
(a yearlong commitment)

All literature tells one story, the story of people's experiences—their dreams, their desires, their acts, their mistakes. *ENGL-300* focuses on different genres of literature: tragedy and romance in the fall, comedy and satire in the winter, and finally Shakespeare's manipulation of all these genres in the spring. Inspired artists around the world and throughout time have created tragedies, comedies, satires, and romances, and in *ENGL-300* students will explore these genres by reading short stories, poems, novels, and plays representing diverse historical periods, locations, and identities. In their writing, students will practice formal literary analysis in order to gain greater appreciation for the artistic construction of a text and its cultural resonance.

No writer has influenced the literature of the English-speaking world so much as William Shakespeare. He was both of his age and for all time. The spring term of *ENGL-300* employs the perceptual and writing skills learned in the prior two terms and presents new, more complex problems and perspectives. Films and student performances of Shakespeare's plays complement the study of the plays as literary texts. A common text shared among all sections is *Hamlet, Prince of Denmark.*

ENGL-301/0 The Story of Literature for New Uppers
(a yearlong commitment)

For new Uppers, *ENGL-301* conforms in spirit and essence to *ENGL-300* but with more intensive attention to expository writing.

ENGL-400/1 ENGL-400/2 American Studies for International Students

Primarily for, but not limited to, one-year students from abroad who are not yet ready for *ENGL-495,* this course provides intensive training in reading, literary fundamentals, and expository writing. The focus of this course is on American culture, values, and traditions as reflected in literature and other media. One or two terms of this course will provide students with the reading and writing skills required for success in other Senior electives. (Dr. Vidal)

SPECIALIZED COURSES

Specialized Courses, with the exception of *ENGL-495,* are open to students who have successfully completed *ENGL-200* and *300* or *400.* (A very few Uppers each year will be allowed to take a senior elective in addition to the winter and/or spring term of *ENGL-300.* Permission for this special privilege must be granted by the English chair.) Courses at the 500-level may require more than the standard four to five hours per week of homework. Each course has four class periods a week, unless specifically stated otherwise. While none of the department's electives requires yearlong participation, students may request to remain in a yearlong elective. The courses below are offered in the academic year 2011–2012, unless otherwise indicated.

ENGL-495 Strangers in a Strange Land

This course for one-year students explores how strangers adapt to new places and new modes of being. Does one reinvent oneself, conquer the new, or seamlessly assimilate? Works to be considered might include Mary Shelley's *Frankenstein,* Shakespeare's *The Tempest,* Graham Greene's *Our Man in Havana,* and poetry by Yosef Komunyakaa, Elizabeth Bishop, and Carolyn Forché. The emphasis will be on close reading and textual analysis. (Ms. Chase)

WRITING COURSES

ENGL-501AA/2
ENGL-501AA/3 Creative Nonfiction

Contemporary nonfiction author Terry Tempest Williams once said, "I write to discover. I write to uncover." In this course, we will consider the ways that creative nonfiction bridges the gaps between discovering and uncovering, between looking forward and looking back, between imagination and fact, and between invention and memory. This workshop-centered writing course is open to all students seeking to improve their craft and interested in the boundaries and possibilities that creative nonfiction, as a quickly growing genre, continues to explore.

Winter term—Students will develop their talents in the art of essay-writing by working in a number of rhetorical modes, including the personal essay, the analytical essay, the lyric essay, the review, and the profile. Readings will include selected models from an anthology of contemporary work.

Spring term—We will focus on the art of memoir writing. Students will read from several recent memoirs and write short autobiographical pieces culminating in an extended essay about their own experience. Spring texts may include Eggers, *A Heartbreaking Work of Staggering Genius*; Karr, *The Liars' Club*; Nguyen, *Stealing Buddha's Dinner*; or Wolff, *This Boy's Life.* (Ms. McQuade)

ENGL-501AB Writing Through the Universe of Discourse
(F-W-S)

This course invites students to experiment in different genres of writing, including poetry, essay, short fiction, memoir, literary critique, letters, etc. The course serves all kinds of students, but particularly those who would like to gain confidence in their writing skills. Readings and discussions will consider issues of social justice as well as literary analysis. The course also provides methods and theories for students interested in teaching and community service. Students in the class may volunteer to join a weekly Andover Bread Loaf writing workshop for primary school students in nearby Lawrence, Mass. This service project is not required.

Readings include texts from a variety of cultures. Authors include Malcolm X, Martin Espada, Julia Alvarez, William Shakespeare, Sylvia Plath, Emily Dickinson, Piri Thomas, Raymond Carver, Franz Kafka, Leo Tolstoi, Stephen Biko, Louise Erdrich, Nikki Giovanni, Sandra Cisneros, Don DeLillo, William Blake, Amy Tan, Sherman Alexie, Rita Dove, James Baldwin, Maxine Hong Kingston, Jimmy Santiago Smith, and Maya Angelou. (Mr. Bernieri)

ENGL-505AA Creative Writing: Poetry
(F-W-S)

This course is for students committed to reading and writing poetry. Students will be asked to write about poetry in addition to composing their own poetry. Although students are not expected to submit portfolios or samples of their work to qualify for this class, they must be serious about writing poetry. Previous experience helps, but it is not necessary. (Mr. Robinson)

ENGL-505AB Creative Writing: Fiction
(F-W-S)

This course is for students committed to reading and writing short fiction. Students will be asked to write about short fiction in addition to composing their own short fiction. Although students are not expected to submit portfolios or samples of their work to qualify for this class, they must be serious about writing fiction. Previous experience helps, but it is not necessary. (Mr. Robinson)

ENGL-506AA Fresh Fiction: Advanced Writing Workshop in Contemporary Storytelling
(S)

This course is open to students who have completed a creative writing course successfully or who have an abiding enthusiasm for composing fiction.

Inspired by the freshest voices in fiction and screen writing today, this workshop allows writers to explore the artistic and thematic frontiers of contemporary storytelling. Over the course of the term students will work to create their own collections of stories or a novella. Gutsy

stories, original characters, and vigorous editing/rewriting are our aims. Companion readings from writers like Zadie Smith, Chang Rae Lee, Sandra Cisneros, Khaled Hosseini, Nathan Singer, Bobbie Ann Mason, the Coen Brothers, and Jim Jamusch will offer inspiration. (Mr. Peffer)

ENGL-507AA **Play Writing**
(F)

Each student is expected to write at least one one-act play in addition to certain exercises in monologue, dialogue, and scene-setting. The class reads aloud from students' works in progress, while studying the formal elements in plays by important playwrights and reading selected literary criticism focused on drama. (Mr. Heelan)

GENRE COURSES

ENGL-510AA **Gothic Literature: Living in The Tomb**
(F)

The course traces trends in Gothic forms, from its origins of the damp and dark castles of Europe to the aridity of the contemporary American landscape. Students will identify gothic conventions and themes such as the haunted house, family dynamics, apparitions, entrapment, secrecy, and the sublime. Students will read novels, short stories, and poetry spanning roughly 200 years in order to explore questions about the supernatural, the psychology of horror and terror, the significance of fantasy and fear, the desire for moral closure, and the roles of gender, race, class, and sexuality. Probable selections include *The Castle of Otranto,* by Horace Walpole; *Faustus,* by Christopher Marlowe; *Rebecca,* by Daphne du Maurier; *Dracula,* by Bram Stoker; *The Turn of the Screw,* by Henry James; stories by Poe, Faulkner, Gaskell, Irving, Hawthorne, Gilman, Jackson, Cheever, DeLillo, Carver, and Oates; and poetry of Christina Rossetti, Thomas Gray, William Cowper, Louise Gluck, and Sylvia Plath. Possible films include *Affliction, The Royal Tenenbaums, A Simple Plan, Psycho,* and *The Cabinet of Dr. Caligari.* (Mr. Tortorella)

ENGL-510AB **Politics, Subversion, and the Heroic Tradition in Children's Literature**
(W)

This course considers the role of the imagination in communicating and effecting cultural change. Students will be asked to apply a variety of critical theory for interpretation and discussion of the literature. Themes this course will explore include alternative realities, the nature of dreams, the function of the subconscious, and the use of allegory. Probable selections include *The Adventures of Alice in Wonderland* and *Through the Looking Glass,* by Lewis Carroll; *Haroun and the Sea of Stories,* by Salman Rushdie; *The Wind in the Willows,* by Kenneth Grahame; *The Jungle Book,* by Rudyard Kipling; *The Wizard of Oz,* by L. Frank Baum; *The Pied Piper of Hamelin,* by Robert Browning; *The Secret Garden,* by Frances Hodgson Burnett; *A Child's Garden of Verses,* by Robert Louis Stevenson; *The Lion, the Witch and the Wardrobe* and *The Last Battle,* by C.S. Lewis; and *Grimm's Fairy Tales, Mother Goose,* writings of Carlos Castaneda, and essays by Bettelheim and Zipes. Possible films include *The Red Balloon* and *The Point.* (Mr. Tortorella)

ENGL-511AB/2
ENGL-511AB/3 **Media Studies**

What does it mean to be fully literate in the information age? Working from the premise that all messages are constructed, we will examine the forces (explicit and hidden) that determine those constructions, as well as the ways in which our daily and multiple interactions with various media determine our sense of self, identity, truth, and desire. Students will read a range of media studies theory and then put those theories into practice by examining the language, images, narratives, and truth we encounter in traditional or alternative news sources, advertising, television, politics, sports, and other cultural institutions. This is a writing-intensive course, and students will be expected to write several pages every week.

The winter term will focus on the production and consumption of media, asking questions about the interests that own, produce, control, and sell the news, the blurry line between news and entertainment, the conventions of advertising, the rise of media conglomerates in the 1990s, and the emergence of convergence culture in the last decade.

The spring term will focus on questions of narrative, character, and identity as they shape and are shaped by conventions and transgressions of gender; by the literary modes of tragedy, comedy, and romance; by fads and trends; by technology and history; by heroism and nostalgia. (Ms. Tousignant)

ENGL-511BB **This Is America: *The Wire***
(S)

"The grand theme here is nothing less than a national existentialism," David Simon wrote in proposing *The Wire* to HBO. Seven years and 60 television hours later, he had thoroughly explored the interconnectedness of race, class, social policy, and ethics in modern-day America, and he had done so in a manner comparable to Dickens.

In this course, students will approach *The Wire* in varied ways: as a work of television, as a work of literature, as a work critiquing social policy, as a work exploring urban life, as a work examining America. Topics will range from heroic archetypes to housing policy, from the failures of the post-industrial economy to the failures of contemporary school reform, from narrative methodologies to urban inequality. By focusing on these topics and others, students will recognize the complexity of key challenges facing America; in Detective Lester Freamon's words from the first season, "All the pieces matter."

To inhale *The Wire* in its entirety, students must devote three hours to attending class, at least seven hours to screening episodes, and at least four hours to reading *each* week throughout the term. Readings may include selections from, among others: Leslie Fiedler, F. Scott Fitzgerald, Paolo Freire, Karl Marx, Arthur Miller, Jean-Jacques Rousseau, and William Julius Wilson. (Mr. Fox)

ENGL-511CC (s) The World in Pieces: Cinema, Poetry, and the Aesthetics of Fragmentation

"The age demanded an image / Of its accelerated grimace," Ezra Pound wrote in his Modernist poem/manifesto *Hugh Selwyn Mauberley (Life and Contacts)*, "A prose kinema, not, assuredly, alabaster / Or the 'sculpture' of rhyme." In this interdisciplinary course, we explore the "kineticism" of the Modernist project, the aesthetics of quotation and pastiche, montage and collage, and draw into conversation experiments in the language of cinema and poetry to describe and remake the world after, as Virginia Woolf writes in *To the Lighthouse*, "the mirror of nature has shattered."

Students will combine weekly viewings of films—many of which are short, avant-garde, and experimental films—with readings in 20th-century poetry. Along with short, weekly responses, students will write a mid-term paper and complete a final "hands-on" editing project, constructing their own short films from found and stock footage. (Mr. Bird)

ENGL-512AA/1 ENGL-512AA/2 ENGL-512AA/3 Great Traditions in Literature: The Epic Poem

This course studies the development of the epic poem through Classical, Medieval, and Early Modern contexts. Texts include *The Iliad, The Odyssey, The Aeneid, Metamorphoses,* and *Moby Dick* (even years); *Paradise Lost* and *The Inferno* (odd years). (Mr. McGraw)

ENGL-513AA/1 ENGL-513AA/2 The Short Novel: Risk and Romance

This course uses a mix of seminar classes, films, and regular, individual student-teacher conferences to examine experimental short novels from around the world. Students learn to draw conclusions about the artistic and social forces that gave rise to these novels. Each term draws comparisons among works by Vonnegut, Mann, Joyce, Walker, Puig, Rulfo, Enchi, Duras, Achebe, Hemingway, McCullers, Camus, Salinger, Garcia, and others. (Mr. Peffer)

ENGL-514AA/1 Journalism

This course on print journalism recognizes the challenges all journalists face in their efforts to be fair and also accurate as they struggle to gather information and churn out lively copy under deadline pressure. The course is designed to teach essential journalistic judgment, skills for gathering and verifying news, and interviewing and writing techniques. Students will receive weekly assignments on deadline for news articles, feature stories, and opinion pieces, and will supplement this skills work with readings on the First Amendment, media ethics, and the law. We also will discuss the current radical transformation of newspapers in the digital age. Texts for the course are *Journalism 101*, by Nina Scott, and excerpts from *The Elements of Journalism*, by Bill Kovach and Tom Rosenstiel, as well as daily newspapers. Films will include *Absence of Malice*, *All the President's Men*, *The Year of Living Dangerously*, and *Welcome to Sarajevo*. (Ms. Scott)

ENGL-516AA/3 Contemporary American Poetry

This course will introduce students to poets and movements that have shaped the direction and contours of American poetry since World War II. Students first study the Beat Movement and then explore the so-called "schools" of poetry—Black Mountain, New York, Confessional, et al. The course finishes with an exposure to poetry that is happening right now, which includes bicultural and multicultural poets. Most class time will be spent deriving themes through discussions of poets, poems, poetic movements, criticism, and theory. Poets include Ginsberg, Corso, Kerouac, Dylan, Waldman, Bukowski, Creeley, Olson, Levertov, Ashbury, O'Hara, Lowell, Plath, Berryman, Bishop, Rich, Dove, Hass, Kinnell, Hogan, Nye, Springsteen, and Colvin. (Mr. Tortorella)

ENGL-517AA/1 Last Acts: Remember Me?

"I got shot," Tupac Shakur declares at the opening of his posthumous film *Resurrection*, and the viewer asks, "How did he know that was going to happen?" This course begins with some basic questions: How will I be remembered? Can I influence that memory? This is a course that looks at literature and other cultural texts (film, photography, music) produced as a response to those questions, works that the instructor calls "automortography": a genre that centers on acts of self-representation in the face of death and the mode of reading that such a genre produces.

Automortography, then, is not only how someone consciously or unconsciously anticipates and scripts one's death, but also how the audience reads works through the lens of that writer's death, thus touching on the larger question of how we memorialize others (*i.e.*, in museums and memorials). In the course, we will explore a range of texts, from Keats to Tupac, so as to understand these figures, their predicaments and contexts, and why we need and how we use this mode of reading. In taking several diverse cases together, we might ask, "Are they keeping it real, or is this genre a ploy or performance?" Potentially drawing on examples ranging across disciplines, literary figures to consider may include Sylvia Plath, Reinaldo Arenas, Raymond Carver, Charles Bukowski, Jane Kenyon, May Sarton, William Gaddis, Malcolm X, and Mark Twain. (Dr. Kane)

ENGL-518AA **The Literature of Travel Writing**
(W)

The British scholar Paul Fussell writes, "Successful travel writing mediates between two poles: the individual thing it describes, on the one hand, and the larger theme that it is 'about,' on the other. A travel book will make the reader aware of a lot of things—ships, planes, trains, donkeys, sore feet, hotels, bizarre customs and odd people, unfamiliar weather, curious architecture, and risky food. At the same time, a travel book will reach in the opposite direction and deal with these things so as to suggest that they are not wholly inert and discrete but are elements of a much larger meaning, a meaning metaphysical, political, psychological, artistic, or religious—but always, somehow, ethical."

In the course, students will read excerpts from travel literature over time and write three travel essays of their own. Writers may include Marco Polo, Christopher Columbus, Lady Mary Wortley Montague, Apsley Cherry-Garrard, Charles Darwin, Freya Stark, D.H. Lawrence, Jack Kerouac, V.S. Naipaul, Paul Theroux, Margaret Atwood, Annie Dillard, and David Foster Wallace. (Ms. Scott)

ENGL-519AA/2
ENGL-519AA/3 **Twentieth Century Drama**

This course will be devoted to the major dramatists and theatrical movements of the 20th century. Each term students will read plays from specific regions of the world in an attempt to locate the playwriting from that region within the world of dramatic literature, as well as come to grips with the issues with which the playwrights are dealing and the cultures from which their work is erupting. Approaching the plays through historical, cultural and political contexts, students will analyze how the best playwrights pose and dramatize important questions of the time, while revolutionizing conventional dramatic practice through the developments in Naturalism, Realism, and Symbolism (and various combinations of these).

Winter term—European Drama. Playwrights studied may include Ibsen, Chekhov, Strindberg, Brecht, Pinter, Stoppard, Pirandello, Beckett, and Shaw.

Spring term—American Drama. Playwrights studied may include O'Neill, Miller, Wilson, Albee, Norman, Wasserstein, Shepard, Kushner, Parks, Hwang, and Mamet. (Ms. Chase)

SPECIAL TOPICS COURSES

ENGL-520AA **Gender Roles in Contemporary World Fiction**
(W)

Love, family, and passion have always been popular literary themes in a variety of cultures. However, there are different ways in which each culture approaches these subjects, especially as they relate to gender roles and the relationships between men and women (as well as men and men and women and women).

In this course, we will go on a "trip around the world," examining gender in a variety of contemporary cultural settings and comparing the fictional works that we will study to what we experience on a daily basis in American society. From traditional romantic obsession and rigid sex roles to challenges of these traditional roles and expectations, our texts will provide a variety of issues and perspectives to frame our discussions.

Readings include Machado de Assis, *Dom Casmurro* (Brazil); Rifaat, *A Distant View of a Minaret* (Egypt); Puig, *Kiss of the Spider Woman* (Argentina); Dangarembga, *Nervous Conditions* (Zimbabwe); Ensler, *Necessary Targets* (Bosnia). Films include *The Crying Game, Thelma & Louise, The Adventures of Priscilla: Queen of the Desert, Strangers in Good Company, Angels in America,* and excerpts from episodes of *Sex and the City.* (Dr. Vidal)

ENGL-520AB **Children in Literature: Growing Up in a Changing World**
(F)

What does it mean to be a child? What defines a "good" or "bad" kid? Is there a certain age or type of behavior that separates children from adults? When and how do we "grow up?" Are our expectations for boys and girls different? Should they be? This course will explore how our conceptualization of childhood has changed over time by looking at a variety of sources: philosophical and psychological texts about children and representations of children in literature and film for adults, as well as some works aimed at young readers.

We will focus on the emergence of self within contexts of family and community, exploring the processes of identity formation in both Western and non-Western narratives. We will pay particular attention to an analysis of gender roles and of education within these stories, pondering the ways in which different societies and their values become perpetuated through their fictional children.

Readings include Alcott, *Little Women;* Twain, *The Adventures of Tom Sawyer;* Barrie, *Peter Pan;* Yezierska, *Bread Givers;* Golding, *Lord of the Flies;* Amado, *Captains of the Sands;* and poetry by Blake, Wordsworth, and Dr. Seuss. Excerpted material includes Locke, *Some Thoughts Concerning Education;* Bunyan, *Pilgrim's Progress;* Rousseau, *Emile;* and a variety of fairy tales. Theory by Freud, Bettelheim, and Ariès is featured, as are the films *Central Station, Black Shack Alley,* and *Finding Nemo.* (Dr. Vidal)

ENGL-521AA **Being, Thinking, Doing**
(F)

Through reading and discussing the expression of human values in selected works, students in this philosophy and literature course explore two broad questions: "How do people live their lives?" and "How should people live their lives?" Within this framework, students think reflectively about the beliefs they and their society have developed, and they look at the emergence of different epistemological, ethical, and political ideals and responses to life.

Readings may include *The Autobiography of Malcolm X;* Ellison's *Invisible Man;* Percy's *The Moviegoer,* Shakespeare's

King Lear; Turgenev's *Fathers and Sons;* Vonnegut's *Slaughterhouse-Five;* excerpts from Agee and Evans' *Let Us Now Praise Famous Men;* Arendt's *Eichmann in Jerusalem;* Bonhoeffer's *Letters and Papers from Prison;* and brief selections from Aristotle, Descartes, Epictetus, Kant, Kierkegaard, Nietzsche, Plato, Schopenhauer, and Spinoza. (Mr. Fox)

ENGL-523AA (F) **Modern American Literature—Rosebud: The Restless Search for an American Identity**

Many of our enduring American works of literature and film, such as *The Great Gatsby, The Catcher in the Rye,* and *Citizen Kane,* center on the search for self. Through discussions on class, race, and gender, this course will present a series of American portraits while examining our changing society. Students will write personal narratives, as well as critical essays. Possible texts: *Continental Drift,* Banks; *The Awakening,* Chopin; *Fences,* Wilson; *Six Degrees of Separation,* Guare. Possible films: *Citizen Kane; Far From Heaven; Tully; Transamerica; Hustle & Flow.* (Mr. Bardo)

ENGL-524AA (F) **Rememories: Trauma and Survival in Twentieth-Century Literature**

In her novel *Beloved,* Toni Morrison coins the term "rememory" to describe a type of memory that won't stay buried—ghosts of experience that resurface across years, decades, even centuries, memories of trauma that continue to haunt literature to this day. This course will examine how narratives of trauma and survival have been represented (and re-presented) in 20th- and 21st-century literature. In our investigation of literature about war, terrorism, and other cultural traumas, we will encounter authors writing from a variety of historical moments and perspectives. We will look closely at how trauma literature both delineates and breaks down divisions between individual, societal, and generational trauma experience. And we will engage with the course texts by writing in a number of modes, both critical and creative. Thematic focuses will include the problematics of truth and testimony; the dismantling of traditional narrative structures and genres; individual vs. collective memory; societal regeneration; and the ways trauma literature engages with issues of race, class, gender, and national identity. In addition to selected poems, theoretical articles, and films, possible texts include: Morrison, *Beloved* or *Sula*; Foer, *Everything Is Illuminated* or *Extremely Loud and Incredibly Close*; Spiegelman, *Maus*; West, *The Return of the Soldier*; O'Brien, *The Things They Carried* or *In the Lake of the Woods*; and Momaday, *The Way to Rainy Mountain.* (Ms. McQuade)

ENGL-524AB (F) **"Passing" in Literature and Film**

What does it mean to "pass" in a certain community? What are the connotations? What are the forces that cause an individual to attempt to pass? Is it always a conscious decision? What does a person gain and what does she or he give up in the process of passing? This course explores the role of "passing"—when a person assumes another racial, ethnic, gender, sex, or class—in various texts and contexts. In doing so, students will consider how identity is categorized, revealed, and concealed. This course asks students to think critically about how we define identity and consider the roles agency and privilege play in the process of "passing." Texts may include: Chestnut, *The House Behind the Cedars*; Larsen, *Passing and Quicksand*; Senna, *Caucasia*; Wolff, *Old School*; Roth, *The Human Stain.* Films may include: Sirk, *Imitation of Life*; Niccol, *Gattica*; Demme, *Philadelphia Story*; Peirce, *Boys Don't Cry*; Edwards, *Victor Victoria.* (Dr. Long)

ENGL-525AA/1
ENGL-525AA/2
ENGL-525AA/3 **Feasts and Fools: Revelers and Puritans in Literature and Life**

This course explores what Jean Toomer called "the good-time spirit" and its opposite, as manifest in major literature, including drama and film. We examine and make use of the literary critical distinction between ingenuousness, innocence, aureation, and richness on the one hand and sophistication, irony, exposure, and disillusionment on the other (in the words of C.S. Lewis, "golden" vs. "drab"). Correlations proliferate from this basic one: cavalier/puritan, rhapsodic/satirical, innocent/experienced, *carpe diem/dulce et decorum est,* hedonist/stoic, romantic/neoclassical, Dionysian/Apollonian. Along with critical writing on literature, the students occupy themselves with parties and festivities in their own lives, as well as in other cultures, with the impulse to trust one's appetites, and with the meeting place of that impulse and the cultural practices that define sumptuary limits. Personal essays may lead to anthropological, architectural, performative, and semiological research projects, creative writing, and reports. Texts vary but have included *Mrs. Dalloway, Sir Gawain and the Green Knight, Love in the Time of Cholera, A Year in Provence, The Debt to Pleasure, The Garden of Last Days, Saturday, The Short Stories of John Cheever, Cannery Row, House of Sand and Fog, The Custom of the Country,* and *Dancing in the Streets.* Films have included *Babette's Feast, Sense and Sensibility,* and *Chocolat.* (Dr. Wilkin)

ENGL-526AA/1
ENGL-526AA/2
ENGL-526AA/3 **Literature of Resistance, Resilience, and Triumph: Narratives of the Natives**

This course will use texts and films from a variety of cultures underrepresented in the American curriculum. Included will be material from the following groups: South Africans, Chinese, Native Americans, and Latin Americans. Each selected novel/film will tell a story of others' cultural experiences from the perspective of the natives of that culture. Each term the course will include an exploration and understanding of the values, cultural norms, and traditions of other cultural groups to bear witness to these groups, as well as to dispel some myths about the said

cultures. The course also will study the countless ways in which humans dominate other humans, and how the oppressed organize themselves in resistance and use their voices through literature and film to share their stories.

Course participants will engage in literary and visual experiences of other worlds. Class discussions and frequent writing assignments will abound, and students will be encouraged to develop their own voices as they study the power of language in these narratives and undertake a topic of interest to research. There will be student-led seminars and end-of-term projects or papers, which will give students an opportunity to explore in depth a topic of their choice, culminating in class presentations. The chosen readings are as follows:

Fall term — *Mother to Mother* by Sindiwe Magona; *Snow Flower and the Secret Fan* by Lisa See; *Love Medicine* by Louise Erdrich; *In the Time of the Butterflies* by Julia Alvarez; and the film *Long Night's Journey into Day,* a documentary that takes us into post-apartheid's South Africa.

Winter term — *Lucky Child* by Luong Ung; *Indian Killer* by Sherman Alexie; *So Long a Letter* by Mariama Ba; and the film, *El Norte,* the story of a Guatemalan brother and sister who flee persecution at home and journey north with a dream of finding a new home in the United States.

Spring term — *Falling Leaves: The Memoir of an Unwanted Chinese Daughter* by Adeline Yen Mah; *A Long Way Gone: Memoirs of a Boy Soldier* by Ishmael Beah; and *Tracks* by Louise Erdrich. (Mrs. Maqubela)

ENGL-527AA/2
ENGL-527AA/3 **The Novel After Modernism**

In the middle of the 20th century, writers began to move past both the period and the styles that we still call "modern." What does it mean for a novel to be past modern? Postmodern? Past postmodern? Can a contemporary novel still be a modern novel? In this course we will study the recent progress of the novel genre. We will read aggressively, studying four or five novels per term. During the winter term we will read novels written by U.S. authors; during the spring term we will read novels written by international authors. Our novelists may include Russell Banks, Italo Calvino, J. M. Coetzee, Robert Coover, Don DeLillo, Joan Didion, Ralph Ellison, Gabriel Garcia Marquez, Cormac McCarthy, Toni Morrison, Haruki Murakami, Vladimir Nabokov, Joyce Carol Oates, Thomas Pynchon, Philip Roth, Jose Saramago, and Zadie Smith. (Mr. Domina)

ENGL-529AA **The Dictator and the Artist**
(w)

In his novel *The Brief Wondrous Life of Oscar Wao,* Junot Díaz cites Salman Rushdie's claim that "tyrants and scribblers are natural antagonists" while the narrator of the novel posits that dictators and writers are just competition for each other: "Like, after all, recognizes like." This course explores the overlaps and tensions between dictators and artists. While writers will serve as the focus of the class, we will look at the way other artists in other media have transgressed, adapted to, subverted, or even collaborated with repressive states. While Central and South America serve as a starting point for the course, artists from around the world will be included. (Ms. Curci)

INTERDISCIPLINARY COURSES

ENGL-530AB
HIST-SS578 **Brazilian Cultural Studies**
(s)

Four class periods. See also *HIST-SS578.* Open to Uppers and Seniors. One of the largest countries in the world and with a diverse population, geography, and economic base, Brazil is becoming one of the "giants" of 21st-century global development. This course will look into important moments in the political, economic, literary, and artistic histories of the country in the 19th and 20th centuries, attempting to understand how Brazil came to be what it is today and what it could become in the future. We will pay specific attention to the nation's formative years after independence from Portugal in 1822, the coffee boom of the early 20th century, the Vargas and Kubitschek regimes, the military dictatorship of the 1960s and 1970s, and the new democratic period of recent years, including the highly successful Lula presidency. These historical moments will be studied through the lens of the literature, film, art, and music being produced at the time. Of special interest will be the work of Machado de Assis, Jorge Amado, Clarice Lispector, Carlos Drummond de Andrade, the participants in the 1922 Week of Modern Art movement, and the protest songs and films depicting life under the military regime. We also will spend some time looking at the current situation in Rio (host of the upcoming finals of the 2014 World Cup and of the 2016 Olympics), especially at how movements promoting social justice and change have been addressing the problems of drug traffic and violence in the favelas. A student in this course is eligible for credit in *either* English or history. A student who wishes to receive English credit should sign up for *ENGL-530AB*; a student who wishes to receive history credit should sign up for *HIST-SS578.* (Dr. Vidal and Mr. Perry)

ENGL-533GL/2
PHRE-533 **Abbot Global Seminar: Encounters**

This multidisciplinary course for seniors will explore the challenges and opportunities related to globalization and responsible global citizenship in the 21st century. Students will build upon skills they've acquired in the sciences, social sciences, and humanities to explore and creatively respond to selected contemporary issues such as the HIV/AIDS pandemic, climate change, ethnic strife, poverty, immigration, sustainability, and human rights in specific contexts throughout the globe. Provided with relevant tools of analysis, students will apply their learning to specific case studies where two or more of the issues artic-

ulated above converge in particular locations. Case studies may include the "Green Revolution" in India, Apartheid and its aftermath in South Africa, and the impact of the post industrial age on manufacturing towns—like Lawrence, Massachusetts—in the United States. Course resources will include weekly guest presentations, related sources in the sciences and social sciences, memoir, film, literature, and the arts. Students will shape final projects based on their interests. Students will receive one credit in English and one credit in Philosophy and Religious Studies. Participants are eligible to continue their explorations in the spring term in *PHRE-550/3* Abbot Global Seminar: Connections. Students must register for both courses. This is an eight-hour course with three class periods and additional meeting time that includes one period 9 meeting and one flexible evening commitment. (Mr. Bardo and Dr. Moore)

SINGLE AUTHOR COURSES

ENGL-535AA/2
ENGL-535AA/3 James Joyce

Five class periods. The first term is devoted to *Dubliners* and *A Portrait of the Artist;* the second term to *Ulysses.* The purposes of the course are to develop the skill to read important and difficult works without the aid of study guides or other secondary material, and to follow the development of Joyce as an artist. Although the course may be taken in either term, the student gains a better sense of Joyce's genius by enrolling for two terms. (Mr. O'Connor)

ENGL-536AA The Play's the Thing:
(s) **Advanced Shakespeare**

While most of us meet Shakespeare in a book, his true home is on the stage. The course will cover three plays in depth, and close reading and textual analysis will be our primary focus. Emphasis also will be placed on learning to direct, stage, and speak Shakespeare "trippingly on the tongue," so that we can appreciate and learn from the Bard the way he intended.

ENGL-537AA/1
ENGL-537AA/2
ENGL-537AA/3 Writers in Depth

This course will be devoted to one British novelist each term. Each writer is both a representative of a particular time and an innovator who significantly influenced the history of the novel.

Fall term — Jane Austen. Once taken at her word that her work was very limited, Austen was one of the vital links between the 18th- and 19th-century novelists. As a class, we will read *Northanger Abbey, Emma,* and *Persuasion.* Students who have not read *Pride and Prejudice* will do so, while those who have will read *Sense and Sensibility.* We will also watch Ang Lee's *Sense and Sensibility,* as well as selections from adaptations of other Austen novels.

Winter term — Charles Dickens. We will read *Bleak House,* which many consider Dickens's masterpiece, an extraordinary blend of comedy, gothic mystery, and social protest, told through an intersecting double narrative. We also will read poetry by Blake and others, as well as study paintings and photographs from the time.

Spring term — Virginia Woolf. This term will be devoted to Woolf, who, if she had written no fiction, would still be well known for her brilliant essays. We will read her two greatest novels, *Mrs. Dalloway* and *To the Lighthouse;* several of her short stories and essays; and selections from her autobiographical writings. To put Woolf's work in context, we will view some of the work of the Post-Impressionist painters; read from the war poets (the First World War is central to her novels); and compare her style with that of her fellow Modernist novelists Joyce and Faulkner. (Ms. Fulton)

ENGL-538AA Edith Wharton
(s)

One of America's most gifted literary figures, Edith Wharton created characters at the turn of the last century that we encounter with a shock of recognition today. Her fiction peels back the curtain on the Gilded Age to show us the power of money to seduce, delight, repress, obsess, and destroy men and women at all levels of society. Her elegant prose reverberates with humor, biting satire, and deep psychological insight. We will read the novels *The House of Mirth* and *Summer* as well as short stories from the collection *Roman Fever and Other Stories* and *The New York Stories,* and we will watch the films *The Age of Innocence* and *The House of Mirth.* (Ms. Scott)

ENGL-539DQ Don Quixote
(w)

In announcing the Nobel Institute's Greatest Book of All Time, the Nigerian author Ben Okri said, "If there is one novel you should read before you die, it is *Don Quixote.*" Other writers have acknowledged the novel's tremendous influence on their own work, including Nabokov, Márquez, Mann, Flaubert, Melville, Twain, Dickens, Gordimer, Borges, and Faulkner, who reread the novel each year.

In this seminar, we will devote the term to a close reading of Cervantes's 1,100-page masterpiece. We will explore how *Don Quixote* absorbs, satirizes, and transforms all previous literary forms, how it explores madness, cruelty, violence, authorship, and readership, and how it both synthesizes the western intellectual tradition prior to the 17th century and anticipates the Enlightenment. We will connect *Don Quixote* to the writings of Plato, the paintings of Velázquez, and the theories of Gödel. We will try to understand how the novelist Carlos Fuentes could write, "When Don Quixote left his village, the Modern World began," and how the critic Lionel Trilling could state, "All prose fiction is a variation on the theme of *Don Quixote.*" And we will do all this with the joy that is reading the *Quixote.* (Mr. Fox)

CULTURE STUDIES

ENGL-540AB/3 **Atomic America: Service Learning**

The spring term of Atomic America is a service-learning course. The first half of the term looks at an atomized America since the 1980s: niche marketing, gated communities, personal technologies, etc. During the latter half of the rerm, rhe class will confront this social atomization directly by engaging in service-learning opportunities. In small groups, participants will read about and work with populations that reflect an atomized America—recently these groups have worked with people with AIDS, rhe elderly, immigrants, and prisoners. Students then write a final paper that reflects on the literature and their experiences serving and being served by these people. (Dr. Kane)

ENGL-540IN (s) **Post-Colonial India: Politics, Religion, and Literature through Salman Rushdie's *Midnight's Children***

Using Salman Rushdie's *Midnight's Children* as the core text, this course looks at 20th- and early 21st-century India's history and religion with a focus on literature. With Rushdie's novel as a chronological guide, the course will explore colonial India, the nationalist movement, Independence and Partition, and India's growing industrial and political power. We also will consider Rushdie's novel through rhe lens of post-colonial theory, its reception in India and abroad, and its considerable literary legacy throughout the formerly British colonial world. (Ms. Curci)

ENGL-541AA (F) **Yeats and the Irish Tradition**

Since the establishment of Ireland's independence in 1921, the unique contribution of this nation's literature and culture has gained increasing inrernational recognition. W.B. Yeats, the first of four Irish Nobel laureates and one of the dominant poets of the 20th century, played a key role in the revival of Irish culture. The course will focus not only on Yeats' poetry and drama, bur on the great artists who preceded and followed him. Poetry, fiction, and drama, as well as art, music, and film, will be considered as part of this course, including some of the following: Poetry: *Selected Poems,* W.B. Yeats; *Opened Ground,* Seamus Heaney; *The Water Horse,* Nuala Ni Dhomhnaill. Fiction: *The Year of the French,* Thomas Flanagan; *Reading in the Dark,* Seamus Deane; *Castle Rackrent,* Maria Edgeworth. Drama: *Selected Plays,* W.B. Yeats; *The Playboy of the Western World* and *Riders to the Sea,* J.M. Synge; *Waiting for Godot,* Samuel Beckett; *Translations,* Brian Friel. Film: *Michael Collins* (director, Neil Jordan), *The Field* (director, Jim Sheridan), *Cal* (director, Pat O'Connor). (Mr. O'Connor)

ENGL-542AA/1
ENGL-542AA/2
ENGL-542AA/3 **An Introductory Survey of African American Literature**

This seminar course offers an overview of African American lirerature through reading and writing assignments, discussions, srudent-led seminars, and visiting lecrurers on art, music, and history. Trips to museums and jazz or blues club performances enhance the students' appreciation of culrural contexts. The fall term focuses on the early writings, on the literature of slavery and freedom, and on the literature of Reconstruction. In the winter, students read the lirerature of the Harlem Renaissance and African American expressions of realism, naturalism, and modernism. In the spring, the Black Arts Movement and African American literatures, including film and drama, since the 1970s are the foci of the course. (Ms. Hawthorne)

ENGL-542CA/2
ENGL-542CA/3 **California Dreaming**

In this seminar, students are challenged to take a closer look at the Golden Stare and explore its varying representations in literature and film. In various texrs and contexrs students will examine California as a regional frontier with distinct terrains and mythical space. In doing so, students will consider why California is viewed as a place of new beginnings; a place of mystery, adventure; a place of hope and disillusionment.

In the winter we will cover works that depict eras from the late 1800s through the late 1930s. Texrs may include: Muir, *The Mountains of California*; Austin, *The Land of Little Rain*; Harte, *The Outcasts of Poker Flat*; Saroyan, *My Name is Aram*; McDaniel, *The Last Dust Storm*; Steinbeck, *The Grapes of Wrath*; Steinbeck, *Cannery Row*; Hammett, *The Maltese Falcon*; Mori, *Yokahama California*; Fitzgerald, *The Love of the Last Tycoon*. Films may include: Ford, *The Grapes of Wrath*; Huston, *The Maltese Falcon*; Polanski, *Chinatown*; Franklin, *Devil in a Blue Dress*.

In the spring we will cover works that depict eras from the early 1940s through the 1970s. Texts may include: West, *The Day of the Locust*; Tan, *The Joy Luck Club*; Didion, *Slouching Towards Bethlehem*; Didion, *Play It As It Lays*; McNeil, *Winter in Los Angeles*; Rodriguez, *America's Wild Child*. Films may include: Hanson, *L.A. Confidential*; Lucas, *American Graffiti*; Ray, *Rebel Without a Cause*; Wilder, *Sunset Boulevard*; Nichols, *The Graduate*. (Dr. Long)

ENGL-543AB (s) **Haunted by Shadows: Viewing African Independence Through Lens and Literature**

This course will offer a brief survey of literature and film about sub-Saharan Africa in the latter part of the 20th century as well as the first decade of the 21st. These works examine the impact of colonialism, corruption, globalization, poverty, tribalism, as well as other forces on nations as they emerge from European domination and strive for independent nationhood. Class discussions will focus on how these authors and filmmakers craft their works as political

and social narratives. Possible texts: Albani, *GraceLand*; Achebe, *Things Fall Apart*; Fugard, *Master Harold...and the Boys*; Atta, *Everything Good Will Come*; Mda, *The Madonna of Excelsior*; Coetzee, *Disgrace*; and Larson, *Under African Skies: Modern African Stories*. (Mr. Bardo)

ENGL-544ZZ Steal This Course!
(w)

The content of this course will largely be determined by the students in attendance. The first "topic" will be chosen by the instructor, for logistical reasons, and then the remainder of the term will be driven by the interests of the students, with texts and contexts chosen by them (extra credit to the students who can name the allusion in the title on day one!). Some possible topics may include: race and identity, incarceration and criminality, music and literature, and film and citizenship. (Dr. Kane)

ENGL-545AS/1
ENGL-545AS/2
ENGL-545AS/3 Asian-American Literature

In this seminar, students will examine conceptions of Asian American individual and collective identities in a selection of Asian American literary texts, as well as documentary and narrative films and videos. We will pay particular attention to how Asian America has been shaped by the transnational processes of migration, colonial interventions in Asia, and global restructuring. Our discussions also will address this question: What are the uses and limitations of defining and claiming the category "Asian American" in literary, film, academic, political, personal, and other contexts? (Dr. Cynn)

PERIOD STUDIES COURSES

ENGL-546AA/1 Modernism

In the waning hours of the Belle Époque, under the calamitous shadow of a devastating world war, the advent of the 1900s in Europe and America witnessed a profound change in the established social order. A breach of faith in the ability of traditional literary modes to represent the dissonance of modern life ensued. This course will examine stories of character in crisis: how does the modern hero struggle to find moral order and certainty in a world that no longer makes sense according to conventional structures of meaning? We will read Anglo-American masterpieces of high modernism, including *The Waste Land* by T.S. Eliot, *To the Lighthouse* by Virginia Woolf, and *Absalom, Absalom!* by William Faulkner. (Ms. Tousignant)

ENGL-547AA/1
ENGL-547AA/2 Self and "Other" in Renaissance Literature

Fall term—"'I am not I': Sixteenth-Century English Poetry"—"I love an other, and thus hate myself; / I feed me in sorrow, and laugh in all my pain," Sir Thomas Wyatt writes, translating Francis Petrarch's description of the paradoxes of love: "my delight is causer of this strive." In this course, we explore the tensions at play in English Renaissance love poetry, the ways in which the desired "other" of love poetry enables the poets of the 16th century to claim a unique "poetic self" even as the "other" imperils and destabilizes the integrity of this self. We consider the development of English meter and accentual-syllabic verse, the models for English poetry provided by Antiquity and the Continent, by Petrarchism (and its discontents), and the appeal of genres like the sonnet sequence and epyllion, or "miniature epic," genres that Georgia E. Brown describes as "marginal," exploring metamorphosis, "threshold states and points of coming into being."

Winter term—"'Masterless Men': English Renaissance Drama"—In 1576, when James Burbage constructed the Theatre in Shoreditch, just northeast of London's city wall and outside the jurisdiction of the city government, he was the first in England to provide actors with a permanent venue for performance. Considered by the city authorities to be little more than vagabonds—"masterless men"—actors and playwrights helped create London's nascent literary subculture, a subculture that encompassed not only the theaters, impresarios like Burbage, and actors, but also poets and pamphlet-writers, booksellers, and printers, and the "wits," urban sophisticates of the Inns of Court. In this course, we explore the dramas written by Shakespeare's contemporaries, tracing the development of English drama from the revolutionary innovations of Thomas Kyd and Christopher Marlowe in meter and rhythm, characterization, and plot in the late 16th century to the established conventions of the theater before the English Civil War. (Mr. Bird)

ELECTIVE COURSES RECENTLY TAUGHT BUT NOT OFFERED IN 2011-2012

ENGL-511AA Cinema Symbiosis

ENGL-522AA Great Themes from America

ENGL-523AB Welcome to the Apocalypse

ENGL-528AA Troubling Lit.: Contesting Authority In and Through Literature

ENGL-530AA Florence in the Renaissance

ENGL-543AA Contemporary Caribbean Literature

ENGL-545AA Literature of the Civil War

HISTORY AND SOCIAL SCIENCE

The study of history and the social sciences provides certain kinds of knowledge, skills, and understanding fundamental to a liberal education. An understanding of the American past continues to be a prerequisite for a participating citizen in a constitutional republic. Vital though such study is, an understanding of our nation alone is not enough. The examination of other cultures around the globe is crucial for broadening a student's understanding of an interdependent world. The Department of History and Social Science therefore integrates the study of international cultures throughout its program. Detailed information on the department, faculty, courses, and other aspects of history and social science may be found at www.andover.edu/history.

DIPLOMA REQUIREMENTS

Entering four-year students must complete seven terms of departmental study successfully. *HIST-100* is required for virtually all ninth-graders. For these students, a trimester of *HIST-200,* taken in the 10th grade, and three terms of U.S. history (*HIST-300/4* or *300/5* and *310*) complete the department's requirement. Students entering as 10th-graders must complete four terms of departmental study successfully: a term of *HIST-200* taken in 10th grade, and three terms of U.S. history as described above. Students entering as 11th-graders must complete three terms of U.S. history successfully as described above or, if given credit by the department chair for a U.S. history course taken previously, three terms of other courses in the department. Students entering as 12th-graders and postgraduates are strongly encouraged to take courses in history and social science but are not required to do so *unless* (1) the department deems their previous preparation inadequate, in which case they will be required to complete a term of departmental study; or (2) they took U.S. history in ninth or 10th grade, for which the department ordinarily does not grant credit.

For one-year international students, the diploma requirement is the completion of three trimesters of history, starting with *HIST-320.*

The Department of History and Social Science grants no credit for summer study, including work completed at Phillips Academy's Summer Session.

PLACEMENT

The department is dedicated to placing students in the appropriate level of history study. Such placement is ordinarily done by departmental review of a student's previous record.

On the basis of their previous academic record in history and social science and other subjects, some students may be advised to wait to begin the U.S. history sequence—a term (begin in January) or a year (begin the following September).

Whether so advised by the department or not, all students and their advisors should understand that there is no requirement that students begin U.S. history during the upper year. Indeed, many students with strong interests in other areas may find it to their advantage to postpone completion of the history and social science diploma requirement until senior year.

In all cases, final individual placement is determined by the department chair.

Phillips Academy Archive

The Department of History and Social Science encourages the use of the Academy's extensive archival collection. For students who have completed *HIST-300* or *310* and are interested in pursuing work with the raw materials of history (including oral history), the Academy archivist offers a unique tutorial-research opportunity on some aspect of the history of Phillips Academy or Abbot Academy. Students undertaking archival study for credit should apply for an Independent Project through the Dean of Studies Office.

REQUIRED SEQUENCE IN WORLD HISTORY

Four-year students are ordinarily expected to complete *HIST-100* and *HIST-200* before enrolling in other courses in the department. Three-year students must complete *HIST-200* before enrolling in other courses in the department. Those Lowers seeking to postpone *HIST-200* for academic reasons must consult with their advisors and petition the Dean of Studies Office.

HIST-100/0 World History 1000–1550: When Strangers Meet

(a yearlong commitment)

Four class periods. For Juniors. *When Strangers Meet* explores and connects key episodes in world history that contributed to the emergence of a global network. The course begins with the rise and reach of Islam, then examines the Mongol empire, and ends with the rise of European nation states and their subsequent competition overseas. By delving into specific stories, from Mansa Musa's pilgrimage to Mecca, to Marco Polo's appointment to the court of Khubilai Khan, to the first interactions between European explorers and Native Americans, students examine the political, social, and cultural forces that shaped the development of society from 1000 to 1550. An equally important objective of the course is to hone the skills of historians and social scientists: the abilities to think objectively; to read and evaluate primary documents and secondary materials; to organize outline notes; to distinguish between more and less important evidence to employ in written and oral argument; to use library research tools; and to utilize a variety of textual, visual, statistical, and physical materials to understand and explain the past.

HIST-200 **The Early Modern World 1500–1800**
(F-W-S)

Four class periods. For Lowers. Focusing on developments in the Atlantic Rim, this course offers a broad historical perspective on the period 1400–1750. The course examines the economic competition that drew the nations of Europe into the Atlantic world. Through close scrutiny of the Atlantic Rim and the trade of goods and slaves, students probe the social, political, and economic relations that allowed five European empires to dominate the New World. As in *HIST-100,* a central aim of the course is to enhance student development of the central skills of historical analysis and exposition. Particular emphasis is placed on the skills of critical reading and historical writing.

REQUIRED SEQUENCE IN UNITED STATES HISTORY

HIST-300/4
HIST-300/5 **The United States (T2)**
(a two-term commitment)

Four class periods. For Uppers and Seniors. This course, along with *HIST-310,* completes the department's diploma requirements. The sequence emphasizes three goals: a survey knowledge of American history through World War II; the acquisition of skills by daily exercises in reading, note-taking, and writing; and in-depth study of organizing themes.

HIST-310 **The United States**
(F-S)

Four class periods. For Uppers and Seniors. Students must take *HIST-310* in the term immediately following their completion of *HIST-300.* The focus is on the United States after World War II.

Prerequisite: Successful completion of HIST-300/4 or 300/5.

Students completing this course who wish to take the College Board Advanced Placement examination should check with their teachers, since extensive review is required.

HIST-320/4 **Topics in United States History for International Students (T2)**
(a two-term commitment)

Four class periods. A course for entering Seniors for whom English is a second language. The intention of this course is to recognize the particular needs and strengths of students. The content is focused around key questions and issues in United States history. These include how a "democracy" emerged in America, the enduring dilemma of race and ethnicity, the rise of the American economy, and America's role in the world. The course emphasizes writing and language skills by gradually increasing the complexity of assignments and the amount of reading.

INTERDISCIPLINARY COURSES

HIST-SS480 **Disease and Medicine in the**
SCIE-480 **United States: Pox and Pestilence**
(F)

Four class periods. Open to Uppers and Seniors. See also *SCIE-480.* In recent years, historians have begun to understand the impact of disease on the human story and have incorporated it into the more traditional narratives. In common with other parts of the world, the history of the United States has been profoundly influenced by infectious disease. In this course we invite you to come along on a multi-disciplinary journey to explore the impact of disease on the American experience in the 19th and 20th centuries. After exploring the pre-contact situation in the Americas, we will focus on syphilis, smallpox, bacterial sepsis, cholera, yellow fever, malaria, tuberculosis, influenza, polio, HIV/AIDS, and bioterrorism agents such as anthrax. Students will research the role these diseases played in the social, military, and political history of the United States together with the science and medicine that developed in response to them. This is a research seminar and students will use a variety of sources to write a term paper. There is no final examination. A student in this course is elegible for credit in either history or science. A student who wishes to receive history credit should sign up for *HIST-SS480;* a student who wishes to receive science credit should sign up for *SCIE-480.* (Ms. Doheny and Dr. Hagler)

HIST-SS485 **Out of Tune: Music and the State**
MUSC-485 **in the Twentieth Century**
(S)

Four class periods. Open to Uppers and Seniors. Can governments control culture? What effect can political oppression have on an artist's work? What does it take to be accepted by a totalitarian state as a legitimate composer? Can you determine the real intentions of a composer working under a repressive regime? While some composers enjoyed approval and even served the purposes of the state, the 20th century is rife with examples of composers whose work was compromised, neglected, even forbidden. The rise of the technology of mass media also aided governments in their use of music. Hitler and Stalin, for example, were both masters of propaganda and were acutely aware of the power of music to influence people.

The course includes an exploration of the work of Richard Strauss, Dmitri Shostakovich, and Aaron Copland, amongst others, as well as the attitudes of the governments under which they worked. It ends with an examination of the artistic deprivations imposed by the Cultural Revolution in China. Students also will research a case study of their choice. A student who wishes to receive history credit should sign up for *HIST-SS485;* a student who wishes to receive music credit should sign up for *MUSC-485.* (Ms. Doheny and Mr. Walter)

HIST-SS578
ENGL-530AB **Brazilian Cultural Studies**
(s)

Four class periods. See also *ENGL-530AB.* Open to Uppers and Seniors. One of the largest countries in the world and with a diverse population, geography, and economic base, Brazil is becoming one of the "giants" of 21st-century global development. This course will look into important moments in the political, economic, literary, and artistic histories of the country in the 19th and 20th centuries, attempting to understand how Brazil came to be what it is today and what it could become in the future. We will pay specific attention to the nation's formative years after independence from Portugal in 1822, the coffee boom of the early 20th century, the Vargas and Kubitschek regimes, the military dictatorship of the 1960s and 1970s, and the new democratic period of recent years, including the highly successful Lula presidency. These historical moments will be studied through the lens of the literature, film, art, and music being produced at the time. Of special interest will be the work of Machado de Assis, Jorge Amado, Clarice Lispector, Carlos Drummond de Andrade, the participants in the 1922 Week of Modern Art movement, and the protest songs and films depicting life under the military regime. We also will spend some time looking at the current situation in Rio (host of the upcoming finals of the 2014 World Cup and of the 2016 Olympics), especially at how movements promoting social justice and change have been addressing the problems of drug traffic and violence in the favelas. A student in this course is eligible for credit in *either* English or history. A student who wishes to receive English credit should sign up for *ENGL-530AB;* a student who wishes to receive history credit should sign up for *HIST-SS578.* (Dr. Vidal and Mr. Perry)

ADVANCED COURSES

Advanced courses are open to students who have successfully completed at least one term of *HIST-300* or, in rare cases, with the permission of the department chair. Each course has four class periods a week, unless noted otherwise. These courses may be taken for a term only, but students may choose to remain in two-term or yearlong elective sequences.

HIST-SS500 **American Popular Culture**
(w)

In this course, students will examine the history of popular culture in the United States. The course will ask students to engage with a variety of popular culture forms (material culture, visual and aural culture, popular literature, etc.) and will introduce them to methodologies from different historical fields and perspectives. Students will investigate popular culture as evidence of the attitudes, assumptions, values, and anxieties of a society. Students will be encouraged to explore the contested meanings of culture, community, and membership in the United States as they cultivate an awareness of the ways popular culture has shaped—and been shaped by—race, class, and gender. Students will study both commercial and noncommercial aspects of popular culture, as well as consider how new forms of technology have altered the ways popular culture is produced and consumed. The course will examine the important role that American popular culture plays—and has played—in globalization. By looking at the products of popular culture historically, students will sharpen their abilities to read critically the popular culture of their own time. (Ms. Ainsworth)

HIST-SS510 **Environmental History**
(s)

This course introduces students to many of the major questions and themes of environmental history: What is "nature," and how have ideas about the natural world changed over time? How has the natural world shaped human history, and how have human beings transformed the landscapes they inhabit? What have been the consequences of human alterations of the landscape, and what are the responsibilities of citizens and states when human actions have led to environmental degradation? How have race, class, gender, and culture shaped the ways that people have experienced and understood the natural world, and do these potentially divergent experiences have socioeconomic and political implications? As they examine the complex relationship between human beings and the natural world, students cultivate an awareness of and appreciation for the historical roots of contemporary environmental challenges. They study the origins and limitations of the environmental movement and bring historical perspective to current debates about sustainability and environmental justice. While this course focuses primarily on the environmental history of the United States, students also examine case studies from other regions as part of their investigation into broader global concerns. Course materials include resources from the fields of literature, geography, politics, science, and visual studies in addition to more traditional historical sources. There is no final examination for this course. (Ms. Ainsworth)

HIST-SS520 **Economics I: Macroeconomics and the Global Consumer**
(F-W)

Four class periods. The course introduces students to the basic principles of macro- and microeconomics and their application and relevance to national and international public policy. Students examine the development of the contemporary global economy and use basic theoretical tools to analyze current issues. Classes consist primarily of discussions, although the course also employs role-playing, films, lectures, and student reports on their term projects. Students completing this course are eligible to enroll in *HIST-SS521* and/or *HIST-SS522.*

Fall term—Limited to Seniors. Coupled with *HIST-SS521* in the winter, the fall course will prepare students to take both the macroeconomics and microeconomics AP exams.

Winter term—Preference to Seniors. Students enrolling in *HIST-SS520* in the winter will be prepared to take the macroeconomics AP exam.

HIST-SS521 Economics II: Microeconomics and the Developing World
(W-S)

HIST-SS521 continues the introduction to economics begun in *HIST-SS520.* Students utilize the basic principles learned in *HIST-SS520* and study microeconomics, theory of the firm, the organization of markets, and the role of governments in all areas of the global economy. Special attention is given to development economics, resource markets, questions concerning racial and gender wage discrimination, and public sector issues such as health care and the economics of the environment. Students also study a range of economic development models and complete an applied research project using such models in relation to a contemporary developing country. Classes consist of discussions, simulations, debates, problem sets, and team research.

Prerequisite: Successful completion of HIST-SS520.

HIST-SS522 Economics Research Colloquium
(S)

This research colloquium investigates public policy issues in the field of economics. Topics include the debates over sustainable growth, tax reform, supply-side economics, labor organization, national industrial policy, pollution, population growth and welfare policy, and the ethical responsibilities of business. Classes center around discussion of individual students' works in progress; a term paper and presentation on an issue of choice are required. There is no final examination.

Prerequisite: Successful completion of HIST-SS520.

HIST-SS530 International Relations
(F-W-S)

This course will introduce the student to international relations by investigating the major schools of thought in international relations. The class also will examine the historical setting in order to understand emerging developments in various areas of the world. Events in Asia, Africa, the Middle East, Europe, and the Americas will be addressed as the current international situation unfolds. Class discussion is a major component of this course. (Mr. Gurry)

HIST-SS531 Comparative Government
(W-S)

This course introduces students to the world's diverse political structures and practices. A comparative study of six nations—Britain, Russia, China, Nigeria, Mexico, and Iran—serves as a core for the course. By examining the political implications of different types of social and economic development, students become familiar both with general political concepts and with a broad array of specific issues, and they are able to use their knowledge as a template for examining how other countries respond to global challenges. Students may choose to write an in-depth paper in lieu of a final exam. The course prepares students to take the AP examination in Comparative Government and Politics, though this is not its primary goal.

HIST-SS532 Modern East Asia
(W)

Four class periods. This area studies course will rapidly review the histories of China, Japan and the two Koreas since the late 19th-century *in a regional context.* Instead of an accumulation of national histories, the course will focus on major developments, such as the collision with the West, ideological challenges to deeply-rooted traditions, modernization and globalization that affected the region as a whole, how these played out in these societies and where East Asia may be headed today. Why has Japan been called "an economic giant but a political pygmy"? As China emerges as a world power, what kind of role will it play? How long can the standoff on the Korean peninsula last, as the nuclear-armed, but economically weak North goes through a leadership transition and the economically powerful South becomes more democratic and confident? What would happen if the North implodes, or attacks the South? What are the nature of the political and financial relationships between the People's Republic and Taiwan? Are the two states headed for a confrontation, or have they worked out ways to coexist to their mutual advantage? What are the roles of other stakeholders in the region: the United States, Russia, the Southeast Asian countries, India and Australia? Students will use varied print and online sources to engage these questions, writing several short essays and/or taking one or two tests along the way. (Mr. Drench)

HIST-SS533/1
HIST-SS533/2 The Middle East

Each of these courses can be taken separately. If taken as a sequence, they offer students a comprehensive introduction to a broad swath of the world in which Islam is the most widely practiced faith and with which the United States is intimately involved. Stretching from Morocco to Kashmir, from the Balkans to Sudan to the former Soviet Central Asian republics, this vast area includes the world's oldest crossroads in the heart of the Middle East and a contemporary cauldron of issues competing for our attention. The class will feature guest speakers, a film series, and opportunities for corresponding via e-mail with students in the region. Andover's intranet and off-campus Internet sites are used extensively as resources and in daily assignments.

Fall term *(The Middle East Heartland)*—Four class periods. The fall term concentrates on the interior Middle East and North Africa. We survey history from the dawn of Islam to the present day and then examine selected issues in depth. These issues include the Israeli-Palestinian conflict, political Islam, women and minorities, water and oil, the Iraq War, and the 2011 protest movements. During the term, students are assigned several books to read. Other readings include journal articles and primary sources. Students write a research or other major paper *or* a series of short essays and engage in role-plays *or* contribute weekly reports from online media sites they follow regularly throughout the term. There is no final exam. (Mr. Tipton)

Winter term *(The Greater Middle East)*—Four class periods. The winter term concentrates on the area between the Persian Gulf and the borders of Russia and China. There is a historical survey highlighting major themes, followed by an in-depth investigation of modern and contemporary issues. These have included political Islam, Afghanistan's instability, Iran's revolutions and nuclear program, the partition of India and the Indian-Pakistani rivalry in its Kashmiri and nuclear dimensions, regional energy-related issues, and the emergence of Muslim-majority states in Central Asia following the breakup of the Soviet Union. Students are assigned one or two books to read and/or choose titles from a varied booklist. Students write a research or other major paper or a series of short essays, and contribute weekly reports from online media sites that they follow regularly throughout the term. There is no final exam. (Mr. Drench)

HIST-SS534 (s) Africa, Ecology, and the Global Economy

Africa ranks among the most resource-rich and least densely populated regions of the world. Why, then, are so many countries racked by poverty, disease, and war? Using resource endowments and global commodity trade as our point of departure, we will examine the modern history of sub-Saharan Africa. In addition to discussion of common readings in fiction and nonfiction, each student will choose a nation, develop its current economic and environmental profile, and trace the roots of that nation's experience back through the 20th century to the colonial period. The course will include mastery of some basic concepts in ecology, economics, and international political economy, and require regular readings assigned and delivered online. The term's work will culminate in a mock roundtable of formal country briefs to the United Nations Environment Programme in Nairobi. Open to Uppers and Seniors. (Dr. Shaw)

HIST-SS535 Introduction to Latin America
(not offered in 2011–2012)

This one-term course will introduce the student to many of the basic issues and themes that contribute to an understanding of Latin America. The class will deal briefly with the region's common history, the pre-colonial and colonial experiences. Rather than attempt a full survey, the course will review in some depth historical and contemporary issues in Brazil and Mexico, by far the largest countries of the region. Regionally, the class will look at a number of common themes: the New Left in Latin America; issues of U.S. foreign policy; common economic problems and prospects; regional integration, etc. Each student will be asked to look at a given Latin American country, invoking this thematic material as appropriate. The goal is to understand this important and neglected region, in its diversity and commonality, as its many links with the United States become ever more pressing. (Mr. Perry)

HIST-SS538 (s) When States Fail

In the past few decades, the world has sadly become acquainted with state governments that do not meet some or all of what conventional wisdom holds to be their basic obligations. In the extreme, these states cease to exist in any meaningful capacity, replaced instead by warfare. *How and why does this happen?* When no one shows up to fill a seat at the United Nations, *what is the impact on the modern world order? How can—and should—other states respond to the threat or reality of political catastrophe?* This course is designed for students who want an introduction to the crises of failed or weak states and civil conflict through the lens of political science. Through case study analysis and comparative research, students will improve their research skills and learn from their classmates as well as their instructor. (Mr. Tipton)

HIST-SS540/1
HIST-SS540/2
HIST-SS540/3 Europe: Birth, Revolution, and War

Each of these courses can be taken separately. One term does not serve as a prerequisite for another. If taken as a sequence, these courses offer students an overview of the economic, social, political, and intellectual history of Europe from the late Middle Ages to the formation of the European Union. Readings will include Merriman's *A History of Modern Europe*, primary sources, literature, and a variety of secondary readings.

Fall term—(1450–1789) Four class periods—Topics include: The Renaissance, the wars of religion, the rise of absolute states, the new philosophy of science, dynastic rivalries, 18th-century industrialization, and the Enlightenment. (Ms. Doheny)

Winter term—(1789–1914) Four class periods—Topics include: The French Revolution and Napoleon, the revolutions of 1848, nationalism and national unification, liberalism, and European imperialism. (Ms. Mulligan)

Spring term—(1914–1992) Four class periods—Topics include: The Great War, the Russian Revolution, political turmoil in the 1930s, the Second World War, the rebuilding of Europe, Eastern Europe during the Cold War, and the collapse of communism. (Ms. Mulligan)

HIST-SS560 (f) The Civil War and Reconstruction, 1845–1877

"Future years will never know the seething hell and the black infernal background of countless minor scenes and interiors of the Secession War," wrote poet Walt Whitman. This course will investigate all aspects of the American Civil War—its origins, its prosecution, its aftermath, its memory—in a scholarly attempt to comprehend what Whitman suggested was incomprehensible. In the search for the meanings of the war, the class will consider dimensions of American life forever transformed by the conflict: slavery, race, gender roles, citizenship, sectionalism, nationalism, the Constitution, labor, faith, family, and the individual. This is not a course on military his-

tory. Readings will be primarily drawn from histories, films, memoirs, poetry, fiction, and various primary sources, and may include such authors as Frederick Douglass, Abraham Lincoln, Mary Chestnut, Walt Whitman, Herman Melville, Sherwood Bonner, William Faulkner, Robert Penn Warren, Albion Tourgee, E.L. Doctorow, and Toni Morrison. Students will be assessed based on analytical essays and a final exam. (Mr. Jones)

HIST-SS571 Gender Studies
(S)

How does your moment in history shape your sexuality and your identity as a man or a woman? How does your culture shape those same aspects of your self? How do differences of gender create cross-cultural misunderstanding? Who decides what is feminine or masculine? How have mass media shaped our beliefs about gender? This course will include reading, discussions, films, guest speakers, short papers, and a final research project. There is no prerequisite and there is no final examination.

HIST-SS575 Abolitionism in Black and White
(W-S)

Offered in winter and spring terms, this IP seminar explores the American anti-slavery movement through the lives and work of abolitionists, both black and white. Among the questions we will address are:

- How did black and white abolitionists differ in motivation and approach?
- How did enslaved people themselves resist slavery?
- White abolitionists believed that the slaves should be freed, but did they believe that former slaves should enjoy rights equal to those of whites?
- How was the threat of violence (armed uprising) used in anti-slavery arguments?

Both secondary and extensive primary sources will be used. After completing the introductory reading, each student will pick a topic to research and write about. Members of the seminar will meet regularly to discuss their research with one another and will also have regular individual meetings with the instructor. The major research paper or project will be due at the end of the term.

Students interested in taking this IP seminar should apply to be an Abbot Independent Scholar (application available in the Dean of Studies' Office). Enrollment is limited to five students. (Mrs. Chase)

SEMINARS IN HISTORY & SOCIAL SCIENCE

Pending adequate staffing and sufficient enrollment, these seminars are designed for Seniors, though Uppers may enroll with permission of the instructor.

HIST-SS577C The Founders and Their World
(F) (not offered in 2011–2012)

Those who founded the American republic confronted challenges that seem strikingly familiar: nation-building; terrorism; a ballooning national debt; use and misuse of the American military force; losing the respect of Europe; government suspension of civil liberties; and nasty presidential campaigns and disputed elections. This seminar invites a deeper understanding of the group of Americans "present at the creation." Although they joined in making a revolution, they ultimately disagreed violently on the meaning of that revolution and its results. Making extensive use of primary documents and of recent appraisals of Washington, Jefferson, Adams, Franklin, Hamilton, Madison, and others, students will develop their own understanding of these individuals and how they met the challenges of their time. Investigating those who "invented" the nation will raise questions such as the following: Why are there so many founding fathers and, apparently, so few founding mothers? Have historians overlooked figures that should be considered part of this group? Why did few of these "apostles of freedom" oppose slavery? Why did former colleagues and friends turn into bitter enemies? Why did so many of the founders die profoundly disillusioned with their new America? Students are expected to participate actively in seminar discussion and to write a research essay. There is no final examination. (Mr. Henningsen)

HIST-SS577D The U.S. from Roosevelt to Roosevelt: America in the First Four Decades of the 20th Century
(S)

Four class periods. This course focuses on U.S. history starting with the Progressive Era, the 1920s, and the New Deal. As we examine the major reform movements of the Progressive Era, we will see how they were transformed by war and the nation's postwar reaction. We will look at the continuities between the Red Scare of 1919–1920 and the social conflict of the "Roaring Twenties." As we study Franklin Roosevelt's administration in depth and its response to the Great Depression, we also will look at the WPA and other government attempts to reshape American culture. We also will study the response of the press, politicians, and others to the disturbing news of Hitler's repression of the Jews, as well as Eleanor Roosevelt's efforts to help refugees escape Europe. We will explore selected topics in politics, social history, and the culture of the first four decades of the 20th century. (Ms. Dalton)

HIST-SS578
ENGL-530AB **Brazilian Cultural Studies**
(S)

Interdisciplinary Course (see page 31)

HIST-SS579 **Europe 1914–1945: War and Peace**
(F)

Four class periods. Why did Europe become the battleground for two world wars fought within 25 years of each other? This seminar will examine the political, social, and economic conditions in Europe that set the stage for the bloodletting of the first half of the 20th century. The First World War caused the collapse of empires, the death of millions, and a fissure dividing an idealized old Europe and a disconcertingly modern new one. In the 1920s and 1930s the redrawn map of Europe, socialism, fascism, and Nazism all set the stage for the next great conflagration, while the art and literature of those years expressed key cultural shifts. The Second World War brought horrors that resonate to this day: Auschwitz, the siege of Leningrad, Stalin's purges, and the firebombing of Dresden to name just a few. When the war finally ended it would take a remarkable shift in thinking to reconstruct a war-torn continent. Readings will include historical narrative, literature, and memoirs. Independent reading, research, and writing will be the basis for assessment. There is no final examination. (Ms. Mulligan)

ADVANCED INDEPENDENT RESEARCH IN HISTORY AND SOCIAL SCIENCE

The Department of History and Social Science encourages highly qualified and motivated Seniors to research and write on topics of their own choosing, working on a tutorial basis with individual instructors. Such tutorials, which will require permission of both the supervising instructor and the department chair, may be undertaken as department-sponsored independent projects for one term, two terms, or the entire year.

MATHEMATICS

The mathematics curriculum is built around a core sequence of eight trimester courses: three of elementary algebra, two of geometry, one of intermediate algebra, and two of precalculus topics. The completion of these eight trimesters will satisfy diploma requirements, but two additional trimesters are required before a student may enter calculus. Placement of new students in the appropriate first course is made by the department, which considers the record in previous schools, the results of a self-administered placement test in elementary algebra that is sent to newly admitted students in the spring, and the course program chosen by the entering student.

Typically students entering with no prior study of algebra start with *MATH-100;* those with a partial year of algebra enter *MATH-150.* If the results of placement testing indicate a need for algebra review, then students who have not taken geometry start with *MATH-190* and continue to *MATH-210* in the winter.

New students who have taken one year of elementary algebra and one year of geometry will satisfy diploma requirements by taking *MATH-320, 330,* and *340.* On the basis of our placement test, *MATH-300/4* may be required for some students before *MATH-330* and *340.*

Students who plan to take a College Board Subject Test in mathematics should schedule the exam at the test date as close to the end of the appropriate math course as possible. Students who plan to take the Math Level IIC Subject Test should do so after finishing *MATH-360;* those who plan to take the Level IC exam should do so after finishing *MATH-340.*

The majority of students take courses beyond the required level. *MATH-350* and *MATH-360* complete the precalculus sequence. The department offers many electives beyond precalculus, some of which lead up to and beyond Advanced Placement examinations of the College Board in calculus, statistics, and computer science.

Every student enrolled in a mathematics course must have a TI-84 graphing calculator. No other models will be used or supported by the department. No calculator that has CAS (Computer Algebra System) capabilities, including, but not limited to, the TI-89, TI-92, and TI-Voyager, may be used for departmental exams.

COURSES LEADING TO SATISFACTION OF THE DIPLOMA REQUIREMENT

MATH-100/0 **Elementary Algebra**
(a yearlong commitment)

Five class periods. A yearlong course for students who have had little or no algebra. Stress is placed on an understanding of the elementary structure and language of the real number system, on the manipulative skills of simplifying expressions and solving first- and second-degree

equations, and on the study and graphing of polynomial functions. Work is done with word problems, inequalities, irrational numbers, and right triangle trigonometry.

Prerequisite: None.

MATH-150/4 Elementary Algebra (T2)
(a two-term commitment)

Five class periods. A two-term course for students who have had some algebra. Stress is placed on the manipulative skills of simplifying expressions and solving first- and second-degree equations, and on the study and graphing of polynomial functions. Work is done with word problems, inequalities, irrational numbers, and right triangle trigonometry.

Prerequisite: A half to a full year of algebra.

MATH-190 Elementary Algebra
(F)

Five class periods. A course for students who enter with a full year of algebra and who would benefit from a brief review of algebra. Stress is placed on the manipulative skills of simplifying expressions and solving first- and second-degree equations, and on the study and graphing of polynomial functions. Work is done with word problems, inequalities, irrational numbers, and right triangle trigonometry.

Prerequisite: A full year of algebra.

MATH-210 Geometry
(F-W-S)

Five class periods. A course for students who have had a strong ninth-grade algebra course but little or no geometry. This course is a thorough and systematic presentation of standard synthetic Euclidean geometry. Emphasis is placed on the need for precision and clarity in the writing of formal proofs.

Prerequisites: A complete course in elementary algebra and good algebraic skills.

MATH-220 Geometry
(F-W-S)

Five class periods. This course continues the work of *MATH-210,* with increased emphasis on the algebraic and numerical aspects of geometry.

Prerequisite: MATH-210.

MATH-280/0 Geometry and Precalculus
(a yearlong commitment)

Five class periods. A yearlong course for extremely able entering students who have completed with distinction an intermediate algebra course but have not completed a yearlong geometry course. The course covers Euclidean geometry (both synthetic and coordinate) and elementary functions. This course completes the diploma requirement and prepares students to enroll in *MATH-350* or *MATH-380/4.*

Prerequisite: Placement by the department.

MATH-300/4 Algebra Consolidation (T2)
(a two-term commitment)

Five class periods. A two-term course for students who have completed a yearlong geometry course and would benefit from algebra review prior to entering the precalculus sequence. The course begins with a comprehensive review of elementary algebra and concludes with topics in intermediate algebra (as listed in the course description of *MATH-320*). Upon completion of *MATH-300,* the instructor and department chair will determine whether a student takes *MATH-320* or *MATH-330* for the spring term.

MATH-320 Precalculus
(F-W-S)

Five class periods. For returning students, this course is taken after *MATH-220 (Geometry).* Topics include properties of real numbers; factoring; fractional and negative exponents; radicals; absolute value; solutions of linear, quadratic, and radical equations; systems of equations and inequalities; and word problems. In addition, students are introduced to the more advanced features of the TI-84 Plus graphing calculator.

Prerequisite: MATH-220 or its equivalent.

MATH-330 Precalculus
(F-W)

Five class periods. An introduction and exploration of functions with abstraction. Multiple representations of a function—as a table of values, as a graph, and as an algebraic rule—are a central theme. Elementary functions (polynomial functions and inverse functions, in particular) and their transformations, compositions, and applications are emphasized.

Prerequisite: MATH-320 or its equivalent.

MATH-340 Precalculus
(W-S)

Five class periods. This course focuses on rational, exponential, and logarithmic functions. The TI-84 Plus is used for continued study of non-linear data sets with special attention to sets that grow exponentially and logarithmically. Elementary work with arithmetic and geometric sequences is included. Note that entering Seniors whose prior work has not satisfied the diploma requirement must complete *MATH-340* or *MATH-400.*

Prerequisite: MATH-330 or its equivalent.

MATH-350 Precalculus Trigonometry
(F-S)

Five class periods. An exploration of the circular functions: sine, cosine, and tangent. Topics include right triangle trigonometry, simple harmonic motion, applications, and proofs of trigonometric identities.

Prerequisite: MATH-340 or permission of the department.

MATH-360 (F-W) **Precalculus Parametric and Polar Curves**

Five class periods. Students will learn how to represent points, sketch curves, and describe motion in two-dimensional space using parametric equations, polar coordinates, and vectors. In addition, students will study the graphs of the conic sections—parabolas, ellipses, and hyperbolas. *MATH-360* is the final course in the precalculus sequence.

Prerequisite: MATH-350 or its equivalent.

MATH-330/3
MATH-340/1
MATH-350/2 **Off-Cycle Precalculus**
MATH-360/3 **Sequence**

The off-cycle sequence of our precalculus curriculum covers the same topics as the course sequences that start with *MATH-330* in the fall and winter. However, the topics are covered in less depth and with greater focus on essential skills and concepts. This course sequence is recommended for students who complete *MATH-300* during their lower or upper years or who are challenged by the pace and depth of our on-cycle sequence. Students that complete this sequence are prepared to take *MATH-510/520* or *MATH-530.*

MATH-400 (F) **Elementary Functions II**

Five class periods. A course primarily for entering Seniors who need to satisfy the diploma requirements in mathematics. The course focuses on functions and their applications, including polynomial, exponential, logarithmic, circular, and trigonometric functions. Strong emphasis is placed on graphing and the use of graphs as an aid in problem solving.

Prerequisite: Credit for three years of high school mathematics or permission of the department.

ELECTIVE COURSES

Only courses with sufficient enrollment will be given.

MATH-380/4 **Accelerated Precalculus (T2)**
(a two-term commitment)

This two-term course begins with a review of polynomial and rational functions and proceeds to cover logarithmic, exponential, and trigonometric functions, inverse functions, parametric equations, polar coordinates, vectors, complex numbers, and sequences and series. Upon successful completion of *MATH-380/4,* students will be ready to study *MATH-580.*

Prerequisite: Successful completion of MATH-280/0 with a grade of 4 or higher or placement by the department.

MATH-410 (W) **Probability**

Four class periods. Includes sample spaces, counting problems, sampling, conditional probability, random variables, expected value, variance, standard deviation, binomial and normal distributions. The computer is used on applications that are too time-consuming to perform by hand and to simulate experiments for which there are no models.

Prerequisite: MATH-350 or its equivalent.

MATH-470 (F-W-S) **Introduction to Discrete Mathematics and Programming**

Five class periods. This course blends a study of programming (using the Python programming language) with mathematics relevant to computer science. Students learn how to design simple algorithms and write and test short programs in Python. The course covers Python syntax and style, as well as data types, conditional statements, iterations (loops), and recursion. Selected mathematical topics include sets, number systems, Boolean algebra, counting, and probability. A student in this course is eligible for credit in either mathematics or computer science. A student who wishes to receive mathematics credit should sign up for *MATH-470*; a student who wishes to receive computer science credit should sign up for *COMP-470.*

Prerequisite: MATH-340 or permission of the department.

MATH-480 (W) **Analytic Geometry**

Four class periods. This course is an extension of earlier work on lines and curves in the plane. It includes extended locus problems and further study of the conic sections: parabolas, ellipses, and hyperbolas, and their simple rotations. The course includes an introduction to the algebraic description of three-space: vectors, curves, planes, simple surfaces, and their intersections.

Prerequisite: MATH-350 or its equivalent.

MATH-500/5 **Advanced Mathematics (T2)**
(a two-term commitment)

Four class periods. Primarily for Seniors, but open to other students who want to continue the study of functions and get an introduction to calculus. The calculus topics will include limits, problems of optimization, rates of change, areas under curves, and lengths of curves.

Prerequisite: MATH-350, 400, or an equivalent course in trigonometry and elementary functions.

MATH-510 (F) **Calculus**

Five class periods. Primarily for Seniors. Topics covered include a review of functions and graphing, limits, continuity, determination of derivatives and integrals from graphs of functions (not from their formal definitions).

Prerequisite: MATH-360 or its equivalent or permission of department chair.

MATH-520/5 Calculus (T2)
(a two-term commitment)

Five class periods. This is a continuation of *MATH-510.* Topics covered include the definite integral, the Fundamental Theorem of Calculus, further differentiation of functions, techniques and applications of integration. The most successful students will be in a position to do the AB Advanced Placement examination in calculus.

Prerequisite: A grade of 3 or higher in MATH-510 or permission of the department.

MATH-530 AP Statistics I
(F)

Five class periods. The first term of a yearlong sequence that prepares for the Advanced Placement examination in Statistics. This term primarily covers the exploratory analysis of data, making use of graphical and numerical techniques to study patterns, and developing plans for data collection of valid information.

Prerequisite: MATH-350 or permission of the department.

MATH-530/5 AP Statistics II (T2)
(a two-term commitment)

Five class periods. A continuation of *MATH-530,* finishing the syllabus for the Advanced Placement examination in May. Topics include probability as the tool for producing models, random variables, independence, normal distribution, simulation, sampling, statistical inference, confidence intervals, and tests of significance.

Prerequisite: A grade of 3 or higher in MATH-530.

MATH-560 AP AB Calculus I
(S)

Five class periods. This is the beginning of the four-term calculus sequence that, together with *MATH-570,* covers the syllabus of the AB Advanced Placement examination. This term focuses primarily on differential calculus: limits, continuity, derivatives, and applications of derivatives. Some integral calculus may be covered if time permits. Graphical, numerical, and analytic methods will be used throughout the course.

Prerequisite: MATH-360 or its equivalent, with no grade lower than a 3 in MATH-340, 350, and 360.

MATH-570 AP AB Calculus II
(F)

Five class periods. This course continues the work of *MATH-560* in preparation for the AB Advanced Placement examination. Topics include integration and applications of integral calculus.

Prerequisite: MATH-560 completed with at least a 3 or MATH-580.

MATH-570/5 AP AB Calculus II (T2)
(a two-term commitment)

Five class periods. A continuation of *MATH-570,* finishing the syllabus for the AB Advanced Placement examination.

Prerequisite: MATH-570 completed with at least a 3 or MATH-590.

MATH-575/0 AP Accelerated AB Calculus
(a yearlong commitment)

Five class periods. A yearlong course in calculus that begins only in the fall. Satisfactory completion of this course prepares students for the College Board AB Advanced Placement examination. This course does not prepare students for *MATH-651 or MATH-661.* This course may require more than the standard four to five hours of homework per week.

Prerequisite: MATH-360 or its equivalent, with no grade lower than a 4 in MATH-340, 350, and 360. Those students who do not meet this requirement should take either MATH-510 or MATH-560.

MATH-580 AP BC Calculus I
(S)

Five class periods. This is the beginning of a four-term calculus sequence recommended for students who are well prepared in precalculus. With *MATH-590* it covers the syllabus of the BC Calculus Advanced Placement examination. Topics covered include primarily differential calculus: limits, continuity, derivatives, the Chain Rule, related rates, and the Mean Value Theorem. Some integral calculus is also covered. Graphical, numerical, and analytic methods are used throughout the course.

Prerequisite: MATH-360 or its equivalent, with no grade lower than a 4 in MATH-340, 350, and 360. Those students who do not meet this requirement should take either MATH-510 or 560.

MATH-590 AP BC Calculus II
(F)

Five class periods. This course continues the work of *MATH-580* in preparation for the BC Advanced Placement examination. Topics include integration and applications of integral calculus.

Prerequisite: MATH-580 completed with a grade of at least a 4 or departmental permission.

MATH-590/5 AP BC Calculus II (T2)
(a two-term commitment)

Five class periods. A continuation of *MATH-590,* finishing the syllabus for the BC Advanced Placement examination.

Prerequisite: MATH-590 completed with a grade of 3 or better and permission of the department.

MATH-595/0 **AP Accelerated BC Calculus**
(a yearlong commitment)

Five class periods. A yearlong course in calculus that begins only in the fall. Enrollment is limited to the most able mathematics students. Satisfactory completion of this course prepares students for the College Board BC Advanced Placement examination. This course may require more than the standard four to five hours per week of homework. In order to qualify for this course, returning students must perform satisfactorily on a special precalculus qualifying examination given the previous spring term.

Prerequisite: MATH-360 or its equivalent, with no grade lower than a 5 in MATH-340, 350, and 360, plus permission of the department and demonstrated excellence on the MATH-595 qualifying exam.

MATH-630/1
MATH-630/2
MATH-630/3 **Honors Mathematics Seminar**

Four class periods. Each term's seminar will be devoted to one topic, which will be developed in depth. The term's topic will be announced the previous term and might be Topics in the History of Mathematics; Numerical Methods and Approximations; Non-Linear Dynamical Systems—Instability, Chaos, and Fractals; Complex Analysis; Abstract Algebra—Groups, Rings, and Fields; Mathematical Models in the World Around Us; Topics in Discrete Mathematics; or Number Theory. Participants need to be prepared to work on one topic in great detail and, in some seminars, to work as part of a team on the solution of problems.

Prerequisite: MATH-590 or permission of the department.

MATH-651/5 **Linear Algebra (T2)**
(a two-term commitment)

Four class periods. For students of demonstrated ability and interest. Topics include vectors, lines and planes in space, and an introduction to linear algebra, including solving systems of linear equations using row reduction, Gaussian elimination, LU decomposition, matrices, vector spaces, and applications. There will be an emphasis on proofs throughout.

Prerequisite: MATH-590/5 or 595/0 and permission of the department.

MATH-661 **Calculus of Vector Functions**
(F)

Four class periods. This course covers functions of many variables, partial differentiation, gradients, vectors, vector valued function, multiple integration and its applications, line integrals, Green's Theorem, and Stoke's Theorem.

Prerequisite: MATH-590/5 or 595/0 and permission of the department.

COMPUTER COURSES

The mathematics department teaches introductory and advanced computer science courses and supports some more advanced independent study.

COMP-310 **Computer Applications and Web Page Design**
(F-W-S)

Five class periods. This one-term course exposes students to using a personal computer with business productivity applications such as Microsoft Excel and PowerPoint, as well as to the design of simple Web pages. The first half of the course covers the design of spreadsheets (data entry, formulas and functions, graphing, databases) and the creation of presentations (templates, inclusion of graphics and data, animation). After an overview of the hardware and software architecture of a PC and the Web, which starts the second half of the class, students learn the HTML language, which allows them to design their own Web pages. This course does not qualify a student for *COMP-500*.

Prerequisite: None.

COMP-470 **Introduction to Discrete Mathematics and Programming**
(F-W-S)

Five class periods. This course blends a study of programming (using the Python programming language) with mathematics relevant to computer science. Students learn how to design simple algorithms and write and test short programs in Python. The course covers Python syntax and style, as well as data types, conditional statements, iterations (loops), and recursion. Selected mathematical topics include sets, number systems, Boolean algebra, counting, and probability. A student in this course is eligible for credit in either mathematics or computer science. A student who wishes to receive mathematics credit should sign up for *MATH-470*; a student who wishes to receive computer science credit should sign up for *COMP-470*.

Prerequisite: MATH-340 or permission of the department.

COMP-500 **AP Computer Science I**
(F)

Five class periods. The first term of a yearlong course in algorithms, object-oriented programming, and data structures, guided by the College Board's AP Computer Science course description. The course covers Java language syntax and style, classes and interfaces, conditional and iterative statements, strings and arrays.

Prerequisite: MATH-340 or permission of the department.

COMP-500/5 **AP Computer Science II**
(a two-term commitment)

Five class periods. This course is the continuation of *COMP 500*. The emphasis is on Object-Oriented Programming (OOP), searching and sorting algorithms, recursion, data structures, and the design and implementation of larger programs, including the College Board's required case study and team projects. This course com-

pletes the preparation for the Advanced Placement examination in computer science.

Prerequisite: COMP-500.

COMP-630 (F-W-S) **Advanced Topics in Computer Science**

Four class periods. This class offers students with experience and advanced knowledge of computer science the opportunity to explore specific topics beyond the College Board's AP curriculum. Topics will vary from year to year and may include Graphical User Interface design, introduction to computer graphics, or introduction to database design. This course may require more than the standard four or five hours per week of homework.

Prerequisite: A grade of at least 5 in COMP-500 or permission of the department.

MUSIC

DIPLOMA REQUIREMENTS IN MUSIC

- Entering Juniors must earn no fewer than a total of four credits in art, music, and theatre and dance, with at least one credit each in art and music. Those who enter as Juniors should complete one credit in music and one credit in art by the end of their Lower year.
- New Lowers must earn no fewer than three credits in art, music, and theatre and dance, with at least one credit each in art and music.
- New Uppers must take at least one term in either art or music.
- New Seniors should take at least one term of art, music, or theatre.

MUSIC PLACEMENTS

All entering students must fill out a music placement questionnaire to determine the level at which they will enter the music curriculum. The Department of Music will place students as follows:

- Entering Juniors and Lowers without much previous experience in music will usually enter the curriculum by taking *MUSC-225*; entering Uppers and Seniors without much previous experience will take *MUSC-200.*
- Juniors and Lowers who read music and who have played an instrument for several years, but who have not had much formal classroom study, generally enter the curriculum by taking *MUSC-235.* Uppers and Seniors with a similar level of experience will enter the curriculum by taking a 300-level elective.
- Students in all grades who read music, are experienced on an instrument, and demonstrate proficiency in music theory will be placed into *MUSC-400.* (Note: Entering Juniors who have been placed into *MUSC-400* and who are planning to take the entire yearlong AP Music Theory sequence during their Upper or Senior year may petition for permission to postpone their first term of music beyond the end of lower year.

The course into which each student is placed serves as the prerequisite for all electives. Successful completion of *MUSC-225, MUSC-200,* or *MUSC-235* qualifies students for any 300-level Intermediate Elective (please note prerequisite for *MUSC-320*) and *MUSC-485.* Successful completion of *MUSC-400* qualifies students for any 300-level and most 400-level electives.

INTODUCTORY COURSES

The following three courses contribute toward satisfying the diploma requirement in music.

MUSC-200 The Nature of Music
(F-W-S)

Five class periods. Open to Uppers and Seniors only. This course offers a basic introduction to music literature, theory, performance, and composition. Music from many cultures and historical periods is examined in an attempt to increase student awareness of the patterns of syntax and vocabulary that comprise all musical language. Students compose several original compositions, and they also receive instruction on musical instruments. No previous experience in music is required.

MUSC-225 The Nature of Music A
(F-W-S)

Five class periods. Open to Juniors and Lowers only. This course offers a basic introduction to music literature, theory, performance, and composition. Music from many cultures and historical periods is examined in an attempt to increase student awareness of the patterns of syntax and vocabulary that comprise all musical language. Students compose several original compositions, and they also receive instruction on musical instruments. No previous experience in music is required.

MUSC-235 The Nature of Music B
(F-W-S)

Five class periods. Open to Juniors and Lowers only. This course is designed for students who have had some experience reading music and playing an instrument. As a more advanced version of *MUSC-225,* it will include more extensive experiences in composition. Study of some core works of music literature from a variety of cultures will help develop listening skills, and there will be opportunities for live music-making in class.

INTERMEDIATE ELECTIVES

Each of the following upper-level courses requires a course taken previously at the 200 level or placement determined by performance on the music placement test.

MUSC-310 Jazz History
(W-S)

Four class periods. This course begins by examining jazz's mixture of African and European traditions and the subsequent pre-jazz styles of spiritual, blues, and ragtime. It then proceeds with a study of 20th-century jazz styles, beginning with New Orleans and culminating with the multifaceted creations of today's artists. Along the way the course pays tribute to the work of some of jazz's most influential innovators, including Louis Armstrong, Duke Ellington, Count Basie, Billie Holiday, Charlie Parker, and Miles Davis. Original recordings, photographs, and videos are used extensively throughout the term. (Mr. Cirelli)

MUSC-320 Improvisation
(S)

Four class periods (two singles, one double). The art of improvisation has appeared in the musical styles of many different cultures, though it is best known for its central role in jazz performance. Students will begin by employing and refining their aural skills while improvising in the styles of early blues and jazz musicians. We will then explore more advanced harmonic concepts and begin improvising in increasingly complex styles, including those of contemporary popular music and modern jazz. Assessments will include quizzes, tests, transcriptions, and performance. (Mr. Cirelli)

Prerequisite: Open to intermediate and advanced instrumentalists and vocalists from all musical backgrounds who are familiar with music notation.

MUSC-330/1
MUSC-330/2 Topics in Western Music History

Five class periods.

Fall term—A one-term survey of Western music history focusing on 18th-century Classicism and 19th-century Romanticism. Music is viewed as a mirror of its time. Selected readings and repertoire from these musical time periods are studied through melody, harmony, rhythm, form, and style, as well as literature, religion, mythology, politics, and biographies.

Winter term—A one-term survey of Western music history focusing on music from the Medieval, Renaissance, Baroque, and Contemporary time periods. Included is the study of American music, including jazz and rock genres. Repertoire from these musical time periods is studied through melody, harmony, rhythm, form, and style, as well as literature, religion, mythology, politics, and biographies. (Mr. Lorenço)

MUSC-330A/3 Survey of Music History

Five class periods. A one term survey of Western music history. The course progresses chronologically from classical antiquity to the music of today, exploring along the way the religious, social, historical, and human issues surrounding music and its composition. Students who took *MUSC-330/1* and/or *MUSC-330/2* are not eligible for this course. (Mr. Lorenço)

MUSC-340 African Music and Culture
(W-S)

Honors/Pass/Fail. Four class periods. This course introduces the role of music in indigenous Africa with an emphasis on Yoruba Orisha Music and its linguistic dimension. It teaches both improvisational and ensemble skills, and cites Santeria, Candomble, Lucumi, Vodum, Shungo, and Bembe as examples of Yoruba-derived cultural and musical practices in the Americas. The school owns 20 African drums; as many as 20 students can be enrolled in the course. If failed, this course cannot be made up by examination. In addition, this course cannot be taken as

part of a four-course program. A $30 fee is charged for the use of the school's African drums. (Mr. Alade)

MUSC-350 (s) **Film Scoring: Influencing Audiences through Sound and Silence**

Five class periods. In this course, students will study film music through extensive compositional exercises, analysis of film music from various genres and time periods, and readings regarding the historical uses and practices of film music composition. The course will begin with an introduction to a wide variety of compositional styles and techniques employed throughout the history of film, including changes resulting from increased technological resources throughout the century. Students will then engage in several composition projects in which they will compose music for film scenes from different genres, such as drama, horror, romance, and action/adventure. Though this course will primarily focus on music from the 20th century, students will also learn about how certain composers connected music to visual images in classical concert music prior to 1900. (Ms. Landolt)

Prerequisite: Successful completion of a 200-level music course.

MUSC-360 (F-W-S) **Electronic Music**

Four class periods. This composition course is designed to enable students with modest notational skills to use electronic equipment in order to compose music. Equipment used includes mixing board, analog and four-track tape recorders, digital stereo and eight-track recorders, analog and digitally controlled synthesizers, drum machine, Macintosh computer, and sequencing software (Professional Performer). Projects include compositions in the style of *musique concrète* and other sound collages using synthesizers. Space limitations in the electronic music studio require that the course be limited to nine students per term. Students must reserve three two-hour private work sessions in the studio per week. A lab fee of $30 is charged for the use of the equipment. This course does not focus on popular music. *MUSC-360,* if failed, cannot be made up by examination. (Mr. Monaco)

ADVANCED ELECTIVES

Each of the following courses may require more than the standard four to five hours per week of homework.

MUSC-400 (F-W) **Introduction to Theory and Composition**

Five class periods. This course is designed to give students a vocabulary to further understand and describe the music they will encounter. After beginning the year learning hand-written musical notation, the study of scales, intervals, tonality, harmony, melodic organization, voice leading in two parts, and harmonic dictation ensues. After this study is complete, students will be in a position to knowledgeably describe every aspect of a typical piece of music that they may come across. Ear-training skills are developed through dictation and sight singing. Students will begin composing near the end of the term, but it should be noted that most compositional activity will occur in the winter and spring. Those taking this course in the fall are encouraged to combine it with *MUSC-540* and *MUSC-550* to form a yearlong AP Music Theory sequence.

MUSC-540 (W) **Intermediate Theory and Composition**

Five class periods. Continuing from where *MUSC-400* leaves off, this course begins the students' hands-on compositional development. Small pieces are composed almost nightly as students now begin to demonstrate what they previously learned to recognize and describe. Also in this term, students will compose several larger pieces that will be written for and recorded by classmates. As the term progresses, the chords of Western music are incorporated into their musical vocabulary one by one. Further study in sight singing and ear training help to continue that development. In most years, this term includes a field trip to see the Boston Symphony Orchestra in concert.

Prerequisite: MUSC-400 or permission of instructor.

MUSC-550 (S) **Advanced Theory and Composition**

Five class periods. Completing the music theory sequence, the focus for the beginning of this term is on preparation for the AP exam in May. Students study non-dominant seventh chords, applied dominant seventh chords, and musical form before a week of AP prep. After the AP exam, a larger project is decided upon. Past projects have included studying Chopin's piano preludes, examining poetic meaning in Schubert's songs, and composing a 3–5 minute work.

Prerequisite: MUSC-540 or permission of instructor.

MUSC-460 (S) **Advanced Electronic Music**

Four class periods. This course continues to develop the skills and techniques introduced in *MUSC-360.* A $30 lab fee is charged for the use of the equipment. *MUSC-460,* if failed, cannot be made up by examination.

Prerequisite: MUSC-360.

MUSC-485 / HIST-SS485 (S) **Out of Tune: Music and the State in the Twentieth Century**

Four class periods (two singles, one double.) Open to Uppers and Seniors. See also *HIST-SS485.* Can governments control culture? What effect can political oppression have on an artist's work? What does it take to be accepted by a totalitarian state as a legitimate composer? Can you determine the real intentions of a composer working under a repressive regime? While some composers enjoyed approval and even served the purposes of the

state, the 20th century is rife with examples of composers whose work was compromised, neglected, even forbidden. The rise of the technology of mass media also aided governments in their use of music. Hitler and Stalin, for example, were both masters of propaganda and were acutely aware of the power of music to influence people.

The course includes an exploration of the work of Richard Strauss, Dmitri Shostakovich, and Aaron Copland, amongst other case studies, together with the attitudes of the governments under which they worked. It ends with an examination of the artistic deprivations imposed by the Cultural Revolution in China. Students will also research a case study of their choice. A student in this course is eligible for credit in either history or music. A student who wishes to receive history credit should sign up for *HIST-SS485;* a student who wishes to receive music credit should sign up for *MUSC-485.* (Mr. Walter and Ms. Doheny)

Prerequisite: Successful completion of a 200-level music course.

MUSC-500C **Chamber Music Performance Seminar**
(s)

Four class periods. This summary course affords students an opportunity to apply their theoretical knowledge to practical music making through the analysis and performance of chamber music. The process of performance and its attending anxieties also will be studied through readings and exercises. Class work consists of sight reading, performing, coaching, and discussing chamber works and performance issues. Homework consists of individual practice, group rehearsal, and readings from books about performance. Students are expected to be advanced instrumentalists and they generally will have taken at least *MUSC-400.* Because different literature is studied each term, this course may be taken more than once.

Prerequisite: Permission of the department. If failed, this course cannot be made up by examination.

MUSC 500J **Jazz Performance Seminar**
(w)

Four class periods. This course affords students an opportunity to apply their knowledge to practical music-making through the analysis and performance of jazz. The process of performance and its attending anxieties also will be studied through readings and exercises. Class work consists of theory exercises, analysis of recordings, study of performance practices in each style period, and in-class performance. Homework consists of individual practice, group rehearsals, and reading assignments. Students are expected to be advanced instrumentalists and will have taken a 300-level music course. Because different literature is studied each term, this course may be taken more than once. (Mr. Cirelli)

Prerequisite: Permission of the instructor. If failed, this course cannot be made up by examination.

APPLIED MUSIC

All students who are interested in joining a vocal or instrumental performance ensemble are encouraged to do so. Participation in a music ensemble is usually extracurricular, with no academic credit granted. Those wishing to receive academic credit for ensemble participation must simultaneously take private lessons or attend a weekly music theory seminar. Whether participating for credit or as an extracurricular activity, students are expected to attend all rehearsals and performances.

Those who wish to enroll in a 900-level performance-based course (ensemble for credit) may do so at any time and, if they desire, repeatedly. Please note, however, that ensembles for credit (*MUSC-900* through *MUSC-906*) may be counted toward the diploma requirement in the arts only with prior permission from the Department of Music. If permission is granted, students will be allowed to count ensembles for credit toward the diploma requirement only once, and may do so only after taking their first course in music. Instrument and Voice Lessons for credit (*MUSC-910*) cannot be counted toward fulfilling the diploma requirement in the arts.

MUSC-900 **Chorus**
(F-W-S)

Two class periods. Open to all qualified students. The chorus is the Academy's major singing group composed of mixed voices, and it performs a variety of choral works, both sacred and secular. Those wishing to take the course on a non-credit basis need no previous choral participation, just a desire to work hard and attend all the rehearsals. Students taking the course for credit must be taking either voice lessons or a weekly seminar in music theory. If they have not sung in the chorus before, they may take the course for credit only with the permission of the instructor. This course, if failed, cannot be made up by examination. (Mr. Walter)

MUSC-901H **Fidelio Society**
(F-W-S)

Two class periods. Open to all classes. This small group of mixed voices is selected from the chorus *(MUSC-900).* It performs on numerous occasions throughout the year both on chorus programs and on its own. Its repertoire includes music of all types, early and modern, sacred and secular. Membership is by audition and is conditional upon continued good standing in the chorus. A student may take *MUSC-901/H* and *MUSC-900* simultaneously, but only one will be for credit. This course, if failed, cannot be made up by examination. (Mr. Walter)

MUSC-902 **Band**
(F-W-S)

Two class periods. Open to all qualified students. Tryouts are held any time before the beginning of a term to test the student's ability and to arrange for seating. There are some school-owned instruments available for student use.

All types of music for wind ensemble are rehearsed, including marches, as well as classical, popular, and show music. Some sight-reading is done, and at least one public concert per term is given. Students taking this course for credit must be taking either instrumental lessons or a weekly seminar in music theory. This course, if failed, cannot be made up by examination. (Mr. Monaco)

MUSC-903H Jazz Band
(F-W-S)

One class period. Open to all qualified students. Auditions are held at the beginning of the term, as usually only one player per part is accepted. This ensemble is in a typical big band format and performs the repertoire of the groups of Count Basie, Duke Ellington, Thad Jones, and Woody Herman, as well as contemporary Latin jazz and jazz/rock fusion compositions. Membership is conditional on continued good standing in the band. Students taking this course for credit must either be taking instrumental lessons or a weekly seminar in music theory. This course, if failed, cannot be made up by examination. (Mr. Cirelli)

MUSC-904 Corelli Chamber Ensemble
(F-W-S)

Two class periods. Open to all classes, but membership consists primarily of Juniors and Lowers. Students taking *Corelli Chamber Ensemble* for credit attend Symphony Orchestra and Corelli Chamber Orchestra rehearsals each week. The Corelli Chamber Ensemble performs string orchestral literature and performs once each term. Students electing to take *Corelli Chamber Ensemble* for credit must either be taking instrumental lessons or a weekly seminar in music theory. This course, if failed, cannot be made up by examination. (Ms. Aureden and Ms. Barnes)

MUSC-905 Amadeus Chamber Ensemble
(F-W-S)

Two class periods. Open to all classes. Students taking *Amadeus Chamber Ensemble* for credit attend Symphony Orchestra and Amadeus Chamber Orchestra rehearsals each week. The Amadeus Chamber Ensemble performs string orchestral literature and performs once each term. Students electing to take *Amadeus Chamber Ensemble* for credit must either be taking instrumental lessons or a weekly seminar in music theory. This course, if failed, cannot be made up by examination. (Ms. Landolt)

MUSC-906H Chamber Orchestra
(F-W-S)

Two class periods. Open to all classes. Most of the music played is for string orchestra; the best winds in the school are invited to join for larger works. While Chamber Orchestra may be elected as a credit-bearing course, it is also an activity in which all are invited to participate. Students taking this course for credit must either be taking instrumental lessons or a weekly seminar in music theory. This course, if failed, cannot be made up by examination. (Mr. Orent)

MUSC-909 Private Instrument and Voice Lessons
(F-W-S)
(non-credit)

One class period. Weekly non-credit lessons are available on all band and orchestral instruments and, in addition, on the piano (classical and jazz), organ, harpsichord, harp, guitar (classical, folk, rock, and jazz), bagpipes, and voice.

There is an additional fee for private lessons; information regarding this fee is available through the Department of Music. Keyboard players are assessed a charge of $30 per term for their use of practice pianos and organs. The Academy owns many other instruments that may be rented for $30 per term. Financial assistance for lessons and/or instrument rental is available for students who are on scholarship.

MUSC-910 Private Instrument and Voice Lessons
(F-W-S)

Two class periods per week, plus required attendance at three on-campus concerts per term. Open to Lowers, Uppers, and Seniors. Juniors may enroll in the course only with the permission of the department chair. One class meeting each week is a 30-, 45-, or 60-minute instrumental or voice lesson. The other weekly class meeting is a theory seminar that reinforces notational and aural skills. Lessons are available on all band and orchestral instruments and, in addition, on the piano (classical and jazz), organ, harpsichord, harp, guitar (classical, folk, rock, and jazz), bagpipes, and voice.

MUSC-910 as a credit course—instrumental lessons may be taken for credit or non-credit—is designed for students of all levels of ability who wish to study an instrument seriously. Instrumental study should not be entered into lightly: This work requires great commitment, self-motivation, independence, and discipline. In order that maximal progress is accomplished in minimal time, *MUSC-910* credit students are expected to practice one hour every day. They must also prepare for a performance of their work at the end of the term. *MUSC-910* does not count toward fulfilling a credit of the arts requirement.

There is an additional fee for private lessons; information regarding these fees is available through the Department of Music. Keyboard players are assessed a charge of $30 per term for their use of practice pianos and organs. The Academy owns many other instruments that may be rented for $30 per term. Financial assistance for lessons and/or instrument rental is available for students who are on scholarship. A *MUSC-910* credit student who is classified by the Department of Music as a beginner MUST take *MUSC-910* for two consecutive trimesters. *MUSC-910,* if failed, cannot be made up by examination.

NATURAL SCIENCES

To participate fully in society, citizens require knowledge of scientific issues and an understanding of how those issues relate to their lives. People who are broadly educated and who also have special expertise in the sciences are vital to the well-being of our planet and its inhabitants. The science program is focused around four major goals.

In fulfilling the science requirement, Phillips Academy students should demonstrate:

1. *They can do science.* A student should pose testable questions and formulate hypotheses; design and conduct experiments; organize, analyze, and interpret results and information; conceptualize and reason through problems, both qualitatively and quantitatively; and articulate and present clearly and accurately ideas, results, and analysis in an appropriately selected format.

2. *They are scientifically literate.* A student should think clearly and critically about major issues relating to science; gain appreciation of and experience with the natural world; perceive the relevance of science to everyday life, including global environmental issues; and recognize the connections and interdependence among the traditional branches of science and between science and other fields.

3. *They participate comfortably and fully in an inclusive community of learners.* Students and teachers should work effectively with persons of varied backgrounds, interests, and abilities in scientific collaboration, perceive the needs of the individual, team, or community, and work to meet those needs.

4. *They accept responsibility for the process of personal education.* A student should play an active role in discussions, experiments, and decisions; ask questions, question answers, and maintain an independence of thought while engaged in learning; recognize that school is a piece of the continuum of lifelong learning, for science is a rapidly evolving field; and, hence, acquire skills that will allow one to learn beyond the halls of academia.

The diploma requirement in science is two yearlong science courses. A strong program will include some experience in biology, chemistry, and physics. Most four-year students take biology in ninth grade, followed by chemistry in 10th grade; however, individual interests, backgrounds, and abilities may indicate other appropriate sequences.

The division of natural sciences offers a variety of introductory and advanced courses, yearlong and term-contained in biology, chemistry, physics, and interdisciplinary fields. Staffing of yearlong courses is the first priority and students who wish to take a full year of science can be so guaranteed only by taking a yearlong course. Enrollment in term-contained courses is limited and determined by seniority.

BIOLOGY

Most Juniors will take *BIOL-100* as their introductory science course. Uppers and Seniors are placed in *BIOL-540* or *560, 570,* and *580* by the department chair. In general, students who have had a year of biology and a 6 in *CHEM-250* (or equivalent), a 5 or higher in *CHEM-300* (or equivalent), or a 4 or higher in *CHEM-550* or *580* (or equivalent) will be placed in the *560, 570, 580* sequence.

Lowers may take biology only by special permission from the department chair.

BIOL-100/0 Introduction to Biology

(a yearlong commitment)

BIOL-100 is a five-hour course that includes significant time in the laboratory. This course is for Juniors. *BIOL-100* is theme-based and focused on major biological topics. Studying a core text will be supplemented with other readings, writing assignments, and data analysis and interpretation. Students will learn a variety of study skills and will have an introduction to library research tools. Laboratory experiments and fieldwork are designed to acquaint students with fundamental biological principles and to build skills in the methods and techniques used to elucidate those principles.

BIOL-420 Animal Behavior

(F)

BIOL-420 is a five-hour course including time each week either in the laboratory or in the field. Open to Uppers and Seniors who have had one year of laboratory science, the course is designed to familiarize the student with the basic principles of animal behavior. The topics that receive the greatest emphasis are territoriality, aggression, mating strategies, courtship, parental behavior, migration, dominance, and the evolution of behavior patterns. Throughout the course, an effort is made to relate the behavior of animals to the behavior of humans. A project or a research paper will be required.

BIOL-421 Ornithology

(S)

BIOL-421 is a five-hour course including time each week either in the laboratory or in the field. Open to Uppers and Seniors who have completed a yearlong science course.

No other group of chordates has captured the human imagination like birds. In the United States alone, approximately 30 million homes have installed birdfeeders, and the sale of feeders, seed, binoculars, and bird guides has become a multibillion-dollar business. The goal of this course is to provide an in-depth look into the world of birds by studying the behavior, anatomy, physiology, and natural history of these feathered vertebrates. The Andover area is rich in habitat diversity and corresponding bird species. A portion of the course will be dedicated to learning the identity (both visually and acoustically) of a segment of this local population. Labs will include numerous field trips and the study of the natural history of birds, using bird mounts, nesting boxes, feathers, and films.

BIOL-450 Microbiology
(W)

Four class periods. Open to Uppers and Seniors who have had one year of laboratory science. From AIDS, tuberculosis, and malaria to strep throat and the common cold, bacteria, parasites, and viruses affect our quality of life and are major obstacles to world development. This course will examine public health threats posed by selected microorganisms. We will study the biology and epidemiology of these microorganisms, learn how to keep ourselves healthy, and develop an awareness of personal and global public health issues.

BIOL-540 Topics in Advanced Biology I
(F)

Five class periods. Open to Uppers and Seniors. This is the first term of a yearlong sequence covering advanced topics in biology. This term focuses primarily on the cell, touching on topics including cell structure and function, energy metabolism, cell reproduction, Mendelian and molecular genetics, DNA technology, and genomics. Laboratory work is an integral part of this course. In addition, time is set aside in the fall to learn about Andover ecology. The yearlong syllabus for this course provides appropriate preparation for the SAT Subject Test (NOTE) but does not provide specific preparation for the AP exam.

Prerequisite: One yearlong course in chemistry with a grade of 4 or better. Lowers who received a final grade of 3 or below in chemistry should enroll in a physics course upper year and BIOL-540 senior year. Students who received a final grade of 6 in CHEM-250, 5 or 6 in CHEM-300, or a grade of 4 or higher in CHEM-550 or 580 should take BIOL-560, 570, and 580 instead. Final decisions about placement in BIOL-540 or BIOL-560, 570, 580 will be made by the department chair.

BIOL-540/5 Topics in Advanced Biology II (T2)
(a two-term commitment)

Five class periods. A continuation of *BIOL-540*. The final two terms of *BIOL-540* emphasize evolution and the origins of life, animal diversity in form and function, human anatomy and physiology, plant biology, and ecology. In addition, time is set aside in the winter to study major diseases of the world, and in the spring to discuss important global ecological issues. The yearlong syllabus for this course provides appropriate preparation for the SAT Subject Test (NOTE) but does not provide specific preparation for the AP exam.

Prerequisite: Completion of fall term BIOL-540

BIOL-560 Cellular Biology
(F)

BIOL-560 is a six-hour course including time each week in the laboratory. Following a brief review of chemical principles, the course examines the major classes of biomolecules and how they are synthesized and degraded in the cell, with emphasis on reactions associated with energy conversion pathways such as respiration and photosynthesis. Enzyme function is considered both in terms of mechanisms of action and with regard to kinetics. The relationship between structure and function at the molecular level is emphasized in studies of molecular genetics and the control of genetic expression. Biotechnology is introduced through the laboratory. Not open to those who have had *BIOL-540*. **This course may require more than the standard four to five hours of homework per week.**

Prerequisite: A grade of 6 in CHEM-250, a 5 or higher in CHEM-300, or a 4 or higher in CHEM-550 or 580. The department chair will make final decisions about placement of students in BIOL-540 or BIOL-560, 570, 580.

BIOL-570 Human Anatomy and Physiology
(W)

This six-hour course includes an in-depth consideration of some of the major systems of the human body. Emphasis is placed on the relationship between structure and function at the cellular, tissue, organ, and organ system levels. Not open to those who have had *BIOL-540*. **This course may require more than the standard four to five hours of homework per week.**

Prerequisite: BIOL-560 or permission of the instructor and the department chair.

BIOL-580 Evolution and Ecology
(S)

BIOL-580 is a six-hour course with time each week spent in the field or laboratory. Sustainability and change are the central themes through which we will consider evolution and ecology. Evolution is a major unifying theme in biology, and the mechanism of natural selection serves as a foundation for examining ecosystems and relationships between populations, including humans. A short library research paper will be required. Not open to those who have had *BIOL-540*. **This course may require more than the standard four to five hours of homework per week.**

Prerequisite: BIOL-560 and/or 570 or permission of the instructor and the department chair.

BIOL-600 Molecular and Cellular Biology: Laboratory Research
(F-W-S)

Open to Uppers and Seniors. Permission of the instructor is required. Meets eight class periods (four double periods) a week. Students will learn laboratory techniques through work with model organisms and experimental systems such as bacteria, mammalian cell culture, and C. elegans. After learning a core of methodologies that are used in professional labs, students will apply them to short, focused research projects. Reading articles in scientific journals is a significant part of a student's research. Students also will be asked to keep a lab journal and to write and present a scientific paper. This course, if failed, may not be made up by examination.

Prerequisite: One year of biology and one year of chemistry with grades of 4 or above.

BIOL-610/2 Molecular and Cellular Biology:
BIOL-610/3 Independent Laboratory Research
(Term TBD)

Students wishing to continue work from *BIOL-600* may apply directly to the instructor for permission to enroll in *BIOL-610.* Enrollment is strictly limited and is at the discretion of the instructor and the chair of the Department of Biology. Laboratory schedules will be determined on a case-by-case basis; however, a student must be able to be in the lab for a minimum of eight hours per week at times when the instructor is available for supervision. This course is an advanced course that may require more than the standard nine hours of work per week. Requirements for successful completion of the term are similar to those for *BIOL-600.* This course, if failed, cannot be made up by examination.

BIOL-620 Human Pathophysiology:
(s) **An Introduction to Medicine**

Four class periods. Open to Seniors. Permission of the instructor is required. Using a variety of teaching tools, including anatomy DVDs and models, radiographs, teaching tools on the Internet, and assorted medical graphics, students will first be taught a working vocabulary of the *language* of medicine, focusing on anatomy, physiology, pathology, laboratory medicine, radiology, and pharmacology. Then, by reviewing actual medical case studies published in the *New England Journal of Medicine*, the elective will introduce students to the cognitive processes that physicians utilize in making a medical diagnosis and devising a treatment plan for a specific condition. Using articles from various peer-reviewed medical journals, students also will be exposed to the various types of clinical research in which physicians are engaged, ranging from review articles and case reports to retrospective epidemiology studies and controlled, double-blinded therapeutic trials. The purpose of the elective is not to teach medicine, but to give students a taste of what it is to be a physician. Course requirements are a substantial term paper, some outside reading, and class participation. There are no exams.

Prerequisites: One yearlong course in biology, one yearlong course in chemistry, and completion of or current enrollment in a 500-level biology course, or by permission of the instructor.

CHEMISTRY

The chemistry department offers two yearlong introductory courses in chemistry, each of which fulfills part of the diploma requirement for a laboratory science. Placement in *CHEM-250* and *CHEM-300* is generally based on concurrent mathematics placement. Students who wish to take the Chemistry AP exam may prepare for it by taking either *CHEM-550* (a yearlong course) or *CHEM-580* (an advanced, second-year course).

CHEM-250/0 Introduction to Chemistry
(a yearlong commitment)

Five class periods per week. An introduction to the chemical view of the material world, including atomic theory, atomic structure, chemical reactions, the nature of solids, liquids, gases, and solutions, general equilibria, acid-base theories, electrochemistry, and aspects of nuclear chemistry. Emphasis is placed on developing problem-solving skills as well as on making connections between chemical principles and everyday life. A college-level text is used, but the pace of this course is adjusted to ensure that students have ample opportunity to ask questions. Laboratory work is an integral part of the course. The syllabus is appropriate preparation for the College Board Subject Test. High honors work adequately prepares a student for *CHEM-580.*

Co-requisite: Registration in MATH-210 or above.
NOTE: This course is NOT open to Juniors.

CHEM-300/0 College Chemistry
(a yearlong commitment)

Five class periods. This course is an introduction to the theoretical framework of modern chemistry, including atomic structure, chemical bonding, phase changes, solutions, chemical reactions, thermodynamics, kinetics, general equilibria, acid-base equilibria, electrochemistry, and aspects of inorganic and nuclear chemistry. Emphasis is placed on developing problem-solving skills and understanding the experimental basis of theories. A college-level text is used. Laboratory work is an integral part of the course. The syllabus of this course is appropriate preparation for the College Board Subject Test.

Corequisite: Registration in at least MATH-320 or above, with the exception of those students enrolled in MATH-280.

Prerequisite: Grade of 4 or above in the previous mathematics course.
NOTE: Juniors who do not maintain an 80% average in *CHEM-300* will be switched to *BIOL-100* immediately.

CHEM-460 Chemistry of the Environment
(w)

Four class periods. Open to Uppers and Seniors only. This course is concerned with the effect of chemistry on the earth and the implications of human action on the environment. Current issues—such as global warming, ozone depletion, air and water pollution, chemical waste, and alternative sources of energy—are discussed. Chemical theories and principles are introduced as needed.

Prerequisite: One year of biology, chemistry, or physics.

CHEM-550/0 Advanced Placement Chemistry
(a yearlong commitment)

Six class periods, two of which are in the laboratory. This course is not open to students who have taken *CHEM-300* or its equivalent, or to Juniors, with the exception of those Juniors enrolled in *MATH-650.* This is a rigorous course that treats the topics addressed in *College Chemistry* in

greater depth and prepares students for the Advanced Placement examination in chemistry. Laboratory work is an integral part of the course. **This course may require more than the standard four to five hours per week of homework.** The syllabus of this course is appropriate preparation for the College Board Subject Test.

Prerequisite: Grade of 5 or above in CHEM-250. Students who earn a 4 in CHEM-250 may take CHEM-550 after taking PHYS-400 or PHYS-550. Students with no previous chemistry who are in MATH-380 or above may enroll in this course. Students with no previous chemistry who are in MATH-360 or below may enroll in this course only with permission from the department chair.

Prerequisite: Grade of 4 or above in the previous mathematics course.

CHEM-580/0 **Advanced Chemistry**
(a yearlong commitment)

Six class periods. Open to students with a 6 in *CHEM-250* or a 5 or above in *CHEM-300*. Students with a 4 in *CHEM-300* may take *CHEM-580* after taking *PHYS-400* or *PHYS-550*. This rigorous second-year course builds on principles learned previously, prepares students for the Advanced Placement examination, and includes topics beyond the AP syllabus. **This course may require more than the standard four to five hours per week of homework.** Laboratory work is an integral part of the course. Students will have an opportunity to review current literature on selected topics or select a lab research topic in preparation for a class seminar they will present in lieu of a final exam at the end of the spring term.

CHEM-610 **Organic Chemistry**
(F)

Four class periods. This course introduces many of the basic reactions and concepts students will encounter in their future studies of chemistry, biology, or medicine. Rather than covering a large number of reactions, as might happen in a second-year (full year) college organic chemistry course, this course emphasizes an understanding of general principles of reactivity and mechanism. The classroom work is supplemented by demonstrations through which students learn some of the fundamental tools of this highly empirical science. In addition, each student gains detailed knowledge of an area of active research related to organic chemistry. After selecting a topic of interest, each student prepares a paper and a class seminar, using current scientific literature. **This course may require more than the standard four to five hours per week of homework.**

Prerequisite: Completion of either CHEM-550 or 580.

INTERDISCIPLINARY SCIENCE

SCIE-410 **Environmental Science: Global Climate Change**
(W)

Five class periods. Open to Seniors, and to Uppers who have completed one year of laboratory science. This course may be taken in addition to or independently of *SCIE-420* and/or *430*. This course prepares students to grasp the science behind the politics. The course begins with an overview of climate science, including atmospheric composition, major biogeochemical cycles, principles of energy conservation and flow, the greenhouse effect, atmospheric and oceanic circulation, and natural climate variability. We then investigate recent anthropogenic climate change, examining both causes and consequences. We will primarily consider impacts on ecological systems, but also assess impacts on public health, economics, and global justice. The second half of the course will address the response to global climate change by investigating mitigation strategies. Students will analyze current and potential future sources of energy, both nonrenewable and renewable. Readings will include original scientific literature, nonfiction books and essays, text excerpts, and news coverage.

SCIE-420 **Environmental Science: Food, Agriculture, and the Future**
(S)

Five class periods. Open to Seniors, and to Uppers who have completed one year of laboratory science. This course may be taken in addition to or independently of *SCIE-410* and/or *430*. This course examines agriculture as a major driver of global environmental change and public health trends. We will explore the demands placed on food production by population growth and a dietary transition, the chemical origins and ecological impacts of fertilizer, and the implications of limited resources of water, land, and oil. The course will integrate fundamental environmental principles of nutrient cycling and energy flow, provide an introduction to environmental economics and policy, and examine how agriculture affects land use, climate change, and biodiversity. We will explore public health impacts of agriculture including food safety, antibiotic resistance, and the rise of obesity and diabetes. Finally, we will consider the future of agriculture and food. Readings will include original scientific literature, nonfiction books and essays, text excerpts, and news coverage. Students should be prepared to undertake a term project.

SCIE-430 **Environmental Science: Water Resources**
(F)

Five class periods. Open to Seniors, and to Uppers who have completed one year of laboratory science. This course may be taken in addition to or independently of *SCIE-410* and/or *SCIE-420*. As complex as natural resource issues are, many still revolve around a simple molecule:

water. From desertification to pollution to discussion of "peak water," water shapes the world. This course takes an interdisciplinary and topical look at water, with a focus on freshwater. We will start with an examination of hydrology basics, using Andover as a case study to understand the relationships of groundwater, surface water, aquifers, drinking water, water use, and stormwater management. We will then examine through various lenses, including ecology, hydrology, toxicology, economics, and environmental law and policy three major issues related to freshwater: desertification, water quality and pollution, and allocation of global freshwater. Readings will include original scientific literature, nonfiction books and essays, text excerpts, and news coverage. Students should be prepared to undertake a term project.

SCIE-435 Love That Dirty Water: The Global Sanitation Challenge
(s)

Five class periods per week. Open to Uppers and Seniors. How often do you give thanks for your toilet? While many of us take this basic convenience for granted, around the world 2.6 billion people lack access to any form of improved sanitation. The public and environmental health impacts would be hard to overstate: water-related diseases kill three million people every year and surface waters around the world have been reduced to sewage drains.

The first part of the course will focus on a basic understanding of epidemiology, sanitation's vital link to human health, and the biology of waterborne diseases. We will then investigate the root causes of current global sanitation challenges incorporating key demographic, financial, social, and political drivers. Students also will examine case studies to see how effective sanitation practices generate economic benefits, protect the environment, and contribute to dignity and social development. There will be opportunities to interact with government officials, corporate leaders, researchers, non-government organizations, and ordinary citizens around the world to understand different approaches to improving access to and quality of sanitation.

SCIE-440 Humanity in the Post-Genomic Era
(w)

Five class periods. Open to Uppers and Seniors. This course examines current biological topics that challenge our understanding of humanity. We live in a modern age in which major scientific advances are the norm. Bombarded with stories in the news regarding ethical dilemmas pertaining to biomedical advances or interventions, it is often difficult for us to make sense of competing arguments without having a basic command of the biological and philosophical issues involved. Questions to be addressed include: What is a stem cell? When does a developing human being first experience sensation? Show evidence of cognitive abilities? Acquire moral status? How does our modern, post-genomic understanding of human biology influence our definition of humanity? Historical and current readings will be assigned and lively discussions encouraged. Students will be graded through a variety of assessments, including papers, projects, and class participation.

Prerequisite: One yearlong course in biology and one yearlong course in chemistry.

SCIE-460 Molecular Gastronomy
(s)

SCIE-460 is a four-hour course (2 classes per week) and one lab. The "science of food" food may seem like a new fad, but it is really the logical extension of centuries of the study. The understanding of how grapes are transformed into wine and champagne has been known for centuries. The production of cheese by the use of acids, enzymes, and bacteria has likewise been handed down through generations and has only recently been both "lost," and then "rediscovered." This class will investigate both the traditional aspects of food science—like how cheese is made—as well as cutting edge ideas such as how apple juice can be made into "caviar" and how shrimp can be made into "noodles." A significant lab component will allow students to create many of these foods, and laboratories will be held in the instructor's kitchen so that results can be tasted.

Prerequisite: One yearlong course in biology and one yearlong course in chemistry.

SCIE-470 Human Origins
(Term TBD)

Four class periods, including weekly field or laboratory work. Open to Uppers and Seniors. Take a look around. Regardless of where you are, the consequence of three million years of human evolution is evident. This interdisciplinary science course uses insights drawn from history, art, archaeology, and other disciplines to chart the human journey from hominid to the first civilizations that forecast the modern world. Hands-on laboratory exercises emphasize use of Peabody Museum of Archaeology collections and challenge students to apply ancient techniques to solve daily problems of survival.

SCIE-480 / HIST-SS480 Disease and Medicine in the United States: Pox and Pestilence
(f)

Five class periods. Open to Uppers and Seniors. See also *HIST-SS480.* In recent years, historians have begun to understand the impact of disease on the human story and have incorporated it into the more traditional narratives. In common with other parts of the world, the history of the United States has been profoundly influenced by infectious disease. In this course we invite you to come along on a multi-disciplinary journey to explore the impact of disease on the American experience in the 19th and 20th centuries. After exploring the pre-contact situation in the Americas, we will focus on syphilis, smallpox, bacterial sepsis, cholera, yellow fever, malaria, tuberculosis, influenza, polio, HIV/AIDS, and bioterrorism agents such as anthrax. Students will research the role these diseases played in the social, military, and political history of the United States together with the science and

medicine that developed in response to them. This is a research seminar and students will use a variety of sources to write a term paper. There is no final examination. A student in this course is elegible for credit in *either* history or science. A student who wishes to receive history credit should sign up for *HIST-SS480;* a student who wishes to receive science credit should sign up for *SCIE-480.* (Dr. Hagler and Ms. Doheny)

SCIE-490
PSYC-490 **The Brain and You—A User's Guide**
(Term TBD)

Five class periods. Open to Uppers and Seniors. The human brain is the most sophisticated biological organ ever evolved on Earth and is the source of all human cognitive functions. Have you ever wondered how yours works? How do you use it to enjoy music, for social relationships or experience strong emotions? Have you ever asked yourself whether there are differences between the male and female brains or if the capabilities of the human brain are really unique in the animal kingdom? Join us in this interdisciplinary course as we search for answers to these questions (and more) by examining the evolution and function of the brain and how this applies to understanding the role of the brain in complex human psychology, including the perception, creation and performance of music, personality, memory and other higher intellectual activities. A student in this course is elegible for credit in *either* science or psychology. A student who wishes to receive science credit should sign up for *SCIE-490;* a student who wishes to receive psychology credit should sign up for *PSYC-490.* (Dr. Hagler and Dr. Israel)

PHYSICS

PHYS-270/0 **Introduction to Physics**
(a yearlong commitment))

Five class periods. All students who wish to enroll in *PHYS-270* must secure written permission from the department chair. This course is open to Lowers, Uppers, and Seniors who do not yet have the mathematical skills to enroll in *PHYS-400.* An introductory course in the basic concepts of physics that emphasizes student participation. After completion of *PHYS-270,* students are allowed to take *PHYS-400* or *PHYS-550* if they meet the math prerequisite.

Corequisite: Registration in MATH-210 or higher.

PHYS-395 **Classical Mechanics**
(F)

This is the fall term of *PHYS-400,* for students who do not wish to make a yearlong commitment. Students take the same final exam as the *PHYS-400* students. A student who finishes *PHYS-395* has the option of continuing in the winter and spring terms of *PHYS-400.*

Prerequisite: Previous completion of or concurrent enrollment in MATH-280 or 330.

PHYS-400/0 **College Physics**
(a yearlong commitment)

Five class periods. A non-calculus physics course, including a study of classical mechanics, electricity, magnetism, wave motion, light, relativity, and atomic and nuclear physics. Laboratory work is an integral part of the course. The syllabus of this course is appropriate preparation for the College Board Subject Test in physics. This course is for students who have earned a 4 or higher in *CHEM-250* or who have completed *CHEM-300* or *PHYS-270.*

Corequisite: Registration in at least MATH-280/0 or MATH-330 (or permission of the department chair if in MATH-320 in the fall term).

PHYS-440 **Astronomy**
(F-W-S)

Four class periods. Astronomy is the scientific study of the origin, structure, and evolution of the universe and the objects in it. Topics may include patterns and motions in the sky, gravity and orbits, telescopes and light, planetary systems, the birth and death of stars, galaxies, the Big Bang, the search for extraterrestrial life, and the fate of the universe. One class period each week will be replaced by a Tuesday evening session in the observatory.

Prerequisite: Completion of or concurrent enrollment in one chemistry or physics course, and registration in at least MATH-340.

PHYS-450 **Physical Geology**
(S)

Four class periods. A general introduction to physical geology, to include minerals, rocks, measurement of geologic time by radioactivity and fossils, volcanoes, seismology and earth structure, deformation of strata, faults, and plate tectonics. Some of the periods will be used for laboratory work.

Prerequisite: Previous completion of one year of physics or chemistry, and registration in at least MATH-340.

PHYS-520 **Electronics**
(S)

Five class periods. A course in modern solid state electronics that considers passive circuit elements and their combinations, diodes, transistors, and integrated circuits. There will be considerable laboratory work.

Prerequisite: Previous completion of or concurrent enrollment in PHYS-400/0 and completion of MATH-360.

ADVANCED COURSES

PHYS-550/0 **Calculus-Based Physics**
(a yearlong commitment)

Five class periods. *PHYS-550* prepares students for both Mechanics and Electricity and Magnetism of the C level Advanced Placement examination, and entrance to honors-level programs in physics at the university level. Calculus

will be used as required. Open to students who (a) will be enrolled in at least *MATH-590* or who have completed *MATH-575,* (b) do not quality for *PHYS-580,* and (c) have earned a 4 or higher in their two most recent terms of math. *PHYS-400* is also an option for these students. This is a rigorous course that may require more than the standard four to five hours of homework per week.

PHYS-580/4 Calculus-Based Physics (T2)
(a two-term commitment)

Five class periods. This is a rigorous course in mechanics (fall term), and electricity and magnetism (winter term). Calculus will be used as required. This course prepares students for both Mechanics and Electricity and Magnetism of the C level Advanced Placement examination, and entrance to honors-level programs in physics at the university level. This course may require more than the standard four to five hours of homework per week.

Prerequisite: A grade of 6 for the year in PHYS-400 or its equivalent, and enrollment in at least MATH-590 or its equivalent.

PHYS-600 Foundations of Modern Physics
(S)

Four class periods. Relativity and quantum mechanics are two theories that completely revolutionized our thinking about the universe. The course is a survey of the basic ideas underlying these theories. Special mathematical techniques needed for a better understanding of the material are developed in the course. This course may require more than the standard four to five hours of homework per week.

Prerequisites: Concurrent enrollment in PHYS-550 or completion of PHYS-580, and enrollment in at least MATH-590.

PHYS-630 Fluid Mechanics
(F)

Four class periods. Students taking this course will learn about fluid statics and dynamics. Dimensional analysis and derivation of Bernoulli and Navier-Stokes equations will provide the methods necessary for solving problems. This course may require more than the standard four to five hours of homework per week.

Prerequisite: Completion of MATH-590/5 and 595/0, and PHYS-550 or 580.

PHYS-650 Physics Seminar
(W)

Four class periods. The focus of this course is intermediate mechanics. Topics will vary according to the interests of the instructor and the students. This course may require more than the standard four to five hours of homework per week.

Prerequisite: Completion of MATH-590 and of the fall trimester of PHYS-550 or 580.

PHILOSOPHY AND RELIGIOUS STUDIES

The department seeks to initiate students into three distinctive human quests: the search for meaning, the search for justice, and the search for the foundations of knowledge. The process of initiation is intended not only to provide an introduction to outstanding literature in the field but also to assist the student in effecting a personal appropriation of the search and in developing the necessary skills for its pursuit. Active class participation is an essential part of this process; hence, failed courses cannot be made up by examination alone.

The department diploma requirement is successful completion of any one-trimester course; this requirement applies only to those who attend Phillips Academy for three or four years. Four-year students fulfill their requirement in the lower year. Courses are offered at a variety of levels. All courses involve four class periods.

PHRE-300 Asian Religions: An Introduction
(F-W-S)

Four class periods. Not open to Juniors. An introduction to religious studies through examining some of the traditions that originated and flourished in Asia and are practiced by people throughout the world today. Using an approach that is both critical and empathetic, students will explore the fundamental structures of belief, meaning, and practice that constitute the traditions of Hinduism, Buddhism, and Chinese religion, the diversity within each of these traditions, and their multiple manifestations throughout the world. In doing so, students also will explore their own essential questions of meaning in dialogue with these traditions. Texts may include *The Bhagavad-Gita, The Dhammapada,* and the *Tao Te Ching.*

PHRE-310 Religions of the Book: Judaism, Christianity, and Islam
(F-W-S)

Four class periods. Not open to Juniors. This course introduces students to the religious traditions that originated in the Middle East, flourished in and formed the West, and are practiced by people throughout the world today. Using an approach that is both critical and empathetic, students will be introduced to the origins and history of each tradition. They will become acquainted with the fundamental structures of belief and meaning that shaped adherents' lives, the rituals that formed and renewed them, and the social teachings that moved them to action. In doing so, students will learn something about the character of each religious path and about the questions to which we all seek answers.

PHRE-320 The Word: Perspectives on Scripture
(F-W-S)

Four class periods. Not open to Juniors. This course will examine scriptural texts from Judaism, Christianity, and Islam, specifically the Hebrew Bible, the New Testament,

and the Quran. Each term will focus on one of these texts. Students will consider the text's literary qualities, religious significance, and historical setting. Attention alos will be paid to methods of interpretation and ways in which religious communities make use of scriptural traditions.

PHRE-340 Introduction to Ethics
(F-W-S)

Four class periods. Not open to Juniors. Students in this discussion course will be introduced to a variety of approaches to ethical reflection. Through the use of classical texts and personal and literary stories, students will develop a common vocabulary with which to understand and critically evaluate their moral experience.

PHRE-360 Proof and Persuasion
(F-W-S)

Four class periods. Not open to Juniors. A practical introduction to informal logic and to the philosophical study of language. Some of the questions raised are the following: What is the difference between a good argument and a poor one? What are the common fallacies of thought? What are the limitations of logic? What are the meaning of "meaning" and the truth about "truth?" The course stresses the development of individual skill in argument and includes a critical examination of the patterns of thought one encounters every day in magazines, in newspapers, and on television.

PHRE-370 Views of Human Nature
(F-W-S)

Four class periods. Not open to Juniors. A critical examination of selected traditional and contemporary views of human nature with the following questions in mind: Do we have a characteristic nature? What are our basic needs, purposes, rights, obligations, and values? To what extent are our actions determined by heredity and instinct? Are we free? Are we responsible for our actions? Do the answers to any of these questions differ for males and females? Given an understanding of human nature, how should we structure society to satisfy our needs and take advantage of our potential? Class discussions and written exercises are designed to encourage participants to develop views of their own against a background of a basic understanding of the readings.

PHRE-410 Religion in America: One Nation, Under God(s)?
(S)

Four class periods. Open to Uppers and Seniors. In contemporary American public life, religion is everywhere, and the United States is considered one of the most religious countries in the world. This course will examine the role of religion in American history and politics, from colonial times to the present day. Questions to be addressed include: Is America a Christian country? What role did religion play in the founding of America? Did the founding documents seek to create a separation of church and state? How were religious arguments used to justify or challenge slavery? What are the causes of the rise of fundamentalism in the 20th century? What, looking forward, is America's religious identity in an increasingly diverse and pluralistic society?

Texts will include Eck, *A New Religious America*; Lambert, *Religion in American Politics*; and a variety of primary source documents and other readings.

PHRE-420 Responses to the Holocaust
(W)

Four class periods. Open to Seniors and Uppers with permission of the instructor. An exploration of the Holocaust through diaries, memoirs, films, works of fiction, and later nonfiction reflections on the phenomenon. Questions to be engaged will include the following: What was it like for the victims? What was it like for the perpetrators? Who were the bystanders? How could it have happened? What elements from Jewish, Christian, and secular tradition contributed to its possibility? What inspired and motivated resistance, and how were resistance efforts sustained? How have various Jewish, Christian, and secular thinkers responded to the challenge of this event? What have been some of its effects on our own feelings about life and human beings? Texts may include *Night, Between Dignity and Despair, The Sunflower, Tales of the Master Race, Ordinary Men,* and *The White Rose.* Films may include *Night and Fog, One Survivor Remembers, Weapons of the Spirit,* and *America and the Holocaust.*

PHRE-430 Law and Morality
(F-W-S)

Four class periods. Open to Uppers and Seniors, and to Lowers with permission of the instructor. A critical examination of issues that arise out of the relationship between law and morality. Questions of concern include the following: For what reasons, if any, should an individual obey or disobey the laws of society? Which kinds of governments (monarchy, aristocracy, democracy, etc.), if any, are legitimate? To what degree should society restrict the freedom of individuals through laws on matters like abortion, pornography, race, and sexual relations? Class discussions and written exercises are designed to encourage participants to develop views of their own against a background of basic understanding of the readings.

PHRE-435 Philosophy as a Way of Life: Buddhism and Stoicism
(not offered in 2011–2012)

Four class periods. Open to Uppers and Seniors. In the ancient world, philosophy was taught not as an academic discipline, but as a matter of daily—and even moment-to-moment—attention and investigation. This seminar will examine two such philosophies, one from the Eastern world and one from the Western one. We will study Buddhism and Stoicism, with special focus on a set of questions: What is the connection between philosophy and a good life? What is the relationship between reason and the emotions in a good life? What methods of self-cultivation are available to students of philosophy? Special

attention will be paid to methods of personal transformation and meditation in these two philosophical schools. By studying these traditions comparatively, this course hopes to shed light on fundamental questions about what it means to be a human being.

PHRE-440 Nonviolence and Moral Leadership
(W)

Four class periods. Open to Uppers and Seniors. This course will examine major figures within nonviolent movements for social change, with a focus on the capacities of moral leadership possessed by these individuals. What characterizes an effective moral leader? How do these leaders motivate others in the face of injustice and oppression? Must moral leadership necessarily be nonviolent? Through a study of autobiography, letters, speeches, and case studies, students will come to a more complete understanding of nonviolent movements and the decisions made by individuals who led them. In addition to Gandhi and King, individuals studied may include Nelson Mandela, Desmond Tutu, the Dalai Lama, Aung San Suu Kyi, Thich Nhat Hanh, Paul Farmer, Greg Mortenson, and Bill Drayton PA '61. Critics of nonviolence will also be studied. The course will culminate in a substantial independent research project.

PHRE-450 Religion, Literature, and the Arts
(F)

Four class periods. Open to Uppers and Seniors, and to Lowers with permission of the instructor. In this course we will investigate fundamental questions of meaning through literature and the arts. Who am I and how am I related to ultimate realities? Why is there evil and suffering in the world? How can I live with integrity and joy? What is the role of imagination in human flourishing? These and other questions will be explored through story as represented in literature and other genres from across the globe.

PHRE-460 Ethics: Medicine
(W)

Four class periods. Open to Uppers and Seniors, and to Lowers with permission of the instructor. Modern medical research and practice present society with new opportunities and huge challenges, and doctors are guided by both ethics and science in the search for new remedies, the treatment of patients, and the struggle for just social and health care policies on a national and global scale.

This course provides a brief introduction to ethics, its application to issues in medicine and medical research, and its role in setting public policy. Topics may include the physician/patient relationship, professional codes, international standards in drug development, stem cell therapies, and the provision of health care to those in need.

PHRE-470 Ethics: The Environment
(S)

Four class periods. Open to Uppers and Seniors, and to Lowers with permission of the instructor. We are facing unprecedented environmental challenges to climate, life forms, human health and population, and essential resources. We tend to treat such issues simply as scientific or political problems. In reality, ecological controversies raise fundamental questions about what we human beings value, the kind of beings we are, the kinds of lives we should lead, and our place in nature. Sustainability is not possible without a deep change of values and commitment. In short, environmental problems raise fundamental questions of ethics and philosophy. This course seeks to provide a systematic introduction to those questions.

PHRE-480 Ethics: Technology
(F)

Four class periods. Open to Uppers and Seniors, and to Lowers with permission of the instructor. One of the signal features of modern llfe is the proliferation of new technologies. Computers, communication devices, and new forms of social and commercial enterprise associated with the Internet are reshaping societies and individual lives in profound ways. This course provides students with an opportunity to consider the effects of technology on culture, community, and the environment and to develop coherent ethical frameworks for understanding and evaluating these effects. In what ways do new technologies enhance intellect and promote worthy projects? In what ways do they compromise social and moral responsibility or produce undesirable, unintended consequences? Drawing on the history, philosophy, and cultural criticism of technology, this course considers what, in a deep sense, technology is and what it is for.

PHRE-490 Philosophy of Sport
(S)

Four class periods. Open to Seniors, Uppers, and Lowers with permission of the instructor. Through common readings, journal entries, reflection papers, prepared essays, visitors to class, presentations, and open discussion, we explore answers to questions including: What is the contribution of sports to human flourishing?; How do sports contribute to the construction of individual, group, and national identities?; What role does aesthetic appreciation play in our response to sports as participants and observers?; What does the experience of flow—"being in the zone"—in sports reveal about possibilities of transcendence for humans?

Each of the following courses may require more than the standard four to five hours per week of homework.

PHRE-500 Existentialism
(F)

Four class periods. Open to Uppers and Seniors. The term existentialism covers a broad range of attitudes and values joined together by an emphasis on human existence. The authors brought together in its name share a characteristic concern for the problems of meaning, identity, and choice that confront men and women in everyday life. The lectures, discussions, and readings are designed to help us locate and express these problems as they confront each of us in our own lives, and to assist in understanding and resolving them by drawing on the experiences and insights of the major existentialist thinkers. Readings include Nikos Kazantzakis, *Zorba the Greek;* Friedrich Nietzsche, *Thus Spake Zarathustra;* Jean-Paul Sartre, *No Exit* and *Being and Nothingness;* and Sören Kierkegaard, *The Sickness unto Death.*

PHRE-510 Justice and Globalization
(W)

Four class periods. Open to Uppers and Seniors. What is justice? What is the meaning and worth of calls to fight injustice and to strive to make the world more just? What does the search to understand and promote justice entail in our increasingly interconnected world? What principles, practices, and institutions hold the most promise for securing a desirable future? Through reading, writing, research, presentations, and discussion, participants will work together to develop a deeper understanding of a variety of ways these questions can be thoughtfully and effectively addressed.

PHRE-520 Great Philosophers
(not offered in 2011–2012)

Four class periods. Open to Uppers and Seniors. Participants in this upper level course in philosophy will explore a single idea and the questions that arise in its elucidation and application. Topics will change from year to year and may include love, leadership, knowledge, and athletic competition. Important thinkers from a variety of points of view will be consulted.

PHRE-525 Science as a Human Activity
(S)

Four class periods. Open to Uppers and Seniors. Though often seen as a vast, impersonal enterprise, science depends upon the effort and intelligence of human beings. In this course we will ask fundamental questions about how and why people pursue scientific inquiry. To this end, we will read the works of Francis Bacon, Rene Descartes, and Baruch Spinoza, as well as works by scientists and scholars like Albert Einstein, Sigmund Freud, and Max Weber. We also will consult historians of science such as Thomas Kuhn and Steven Shapin in order to understand science as a social enterprise. In these ways, we will examine the moral and intellectual aspirations of scientific work and the nature of science, above all, as a human activity.

PHRE-530 Advanced Topics in the Study of Religion
(not offered in 2011–2012)

Four class periods. Open to Uppers and Seniors. Students in this course will examine selected topics and themes in the study of religion. Potential areas of investigation within a course may include religion and society, scriptural perspectives, religious rituals, devotional practices, historical influences in religious doctrine, and religious art, music, literature, and poetry.

PHRE-535 Global Islams
(F)

Four class periods. Open to Uppers and Seniors. From Al-Qaeda and the Taliban to Muslim Hip-Hop and the Sisters of Islam, we will explore the diversity of contemporary expressions of Islam and the historical, cultural, and economic contexts that give rise to such varied and often divergent representations. Like all religions, Islam cannot be classified in a singular way and through this case study students will gain an understanding of how religions are internally diverse, evolving, and embedded in all dimensions of human experience. Course resources will focus on individual and group self-representation through political and theological commentary, memoir, music, film, literature, and visual culture. For final projects, students will explore a particular contemporary representation of Islam based on their interests.

PHRE-533 / ENGL-533GL/2 Abbot Global Seminar: Encounters

A multidisciplinary course for Seniors that will explore the challenges and opportunities related to globalization and responsible global citizenship in the 21st century. Students will build upon skills they've acquired in the sciences, social sciences, and humanities to explore and creatively respond to selected contemporary issues such as the HIV/AIDS pandemic, climate change, ethnic strife, poverty, immigration, sustainability, and human rights in specific contexts throughout the globe. Provided with relevant tools of analysis, students will apply their learning to specific case studies where two or more of the issues articulated above converge in particular locations. Case studies may include the "Green Revolution" in India, Apartheid and its aftermath in South Africa, and the impact of the post-industrial age on manufacturing towns—like Lawrence, Massachusetts—in the United States. Course resources will include weekly guest presentations, related sources in the sciences and social sciences, memoir, film, literature, and the arts. Students will shape final projects based on their interests. Students will receive one credit in English and one credit in Philosophy and Religious Studies. Participants are eligible to continue their explorations in the spring term in *PHRE-550/3, Abbot Global Seminar: Connections.* Students must register for both

courses. This is an eight-hour course with three class periods and additional meeting time that includes one period 9 meeting and one flexible evening commitment. (Dr. Moore and Mr. Bardo)

PHRE-550 **Abbot Global Seminar: Connections**
(s)

Four class periods. Open to Seniors. This course will continue to build upon the foundations established in *Abbot Global Seminar: Encounters*, but students will focus on Lawrence, Massachusetts, as the site for individual research and service-learning projects. This is a Senior elective limited to 12 participants and includes an intensive experience in Lawrence over spring break. Students also are required to sign up for Community Service during the spring term.

Prerequisite: Abbot Global Seminar: Encounters.

PHYSICAL EDUCATION

All three- and four-year students are required to complete *PHED-200* by the end of the lower year.

PHED-200 **Physical Education**
(F-W-S)

Honors/Pass/Fail. Limit of 15 students per section. Five-hour course. The course is designed to promote lifetime wellness and to raise students' awareness of the concepts and choices involved. Through the use of the pool, ropes course, fitness center, and other areas of the athletic complex, the course aims to foster individual development along with group success. Weekly discussions are based on readings from the class text and from written assignments. If the course is failed, the student will repeat it, in full or in part, during a subsequent term.

PSYCHOLOGY

The psychology department offers three elective courses that examine fundamental concepts in the field. Particular emphasis is placed on helping the student explore the interface between psychological knowledge and personal growth. This is accomplished by utilizing teaching strategies that integrate formal academic work with frequent opportunities for student participation and self-exploration.

PSYC-420 **Introductory Psychology**
(F-W)

Four class periods, for Uppers and Seniors. A survey course designed to introduce the student to the complexity and diversity of psychological inquiry. Emphasis is placed on the application of basic psychological principles to individual experience in order to expand awareness of both self and others. In addition, the broader implications of psychological findings for an integrated understanding of human development and behavior are considered. Topics to be covered may include psychoanalytic, behavioral, and humanistic theories of the person; psychosocial, cognitive, moral, and early childhood development; human motivation and personality; social behavior; abnormal behavior; and research techniques in psychology. A combination of objective examinations and individualized writing assignments are utilized to evaluate the student's learning. (Dr. Jackson)

PSYC-430 **Developmental Psychology**
(S)

Four class periods, for Uppers and Seniors. An examination of human growth and development from infancy through adolescence. The role of early experiences and biological factors in later formation of personality and intellectual and motivational behaviors will be considered. Different theoretical perspectives (psychodynamic, social

learning, and biological) of psychological development will be examined as they relate to developmental milestones. Among the theorists to be studied are Piaget, Erikson, Freud, Rogers, and Bandura. The format of the course includes readings, videos, observations at our day care center, and both group and individual projects. (Dr. Alovisetti)

PSYC-490
SCIE-490 **The Brain and You—A User's Guide**
(Term TBD)

Five class periods per week. Open to Uppers and Seniors. See also *SCIE-490.* The human brain is the most sophisticated biological organ ever evolved on Earth and is the source of all human cognitive functions. Have you ever wondered how yours works? How do you use it to enjoy music, for social relationships or experience strong emotions? Have you ever asked yourself whether there are differences between the male and female brains or if the capabilities of the human brain are really unique in the animal kingdom? Join us in this interdisciplinary course as we search for answers to these questions (and more) by examining the evolution and function of the brain and how this applies to understanding the role of the brain in complex human psychology, including the perception, creation and performance of music, personality, memory and other higher intellectual activities. A student in this course is elegible for credit in *either* science or psychology. A student who wishes to receive science credit should sign up for *SCIE-490;* a student who wishes to receive psychology credit should sign up for *PSYC-490.* (Dr. Israel and Dr. Hagler)

THEATRE AND DANCE

The Department of Theatre and Dance offers students diverse opportunities to develop skills in all aspects of performance and production. Although the department houses two distinct disciplines, theatre and dance, they share a mutual goal: to guide students toward an understanding of performance as a form of communication and expression.

The theatre program is designed to educate students in the theory, design, and practice of dramatic expression. Our curriculum is grounded in the study of drama through experiential learning. We produce three faculty-directed productions a year (one per term) through our *THDA-520* course. In addition to our academic courses, the theatre program boasts dynamic cocurricular opportunities through DramaLabs, a series of student-directed one-act plays produced every Friday night in our theatre classroom. Additionally, there is a student-run improv group as well as occasional community service projects. With more than 25 productions a year, there are ample opportunities for everyone to be involved.

Our dance program is comprised of academic, athletic, and extracurricular offerings. Three levels of ballet and modern technique are offered through the athletic program, while choreography and performance opportunities are both curricular and cocurricular. The Andover Dance Group is our primary performing ensemble, consisting of the most dedicated and gifted dancers. Other student-run groups include jazz, hip-hop, and tap groups. To broaden the students' exposure to the dance world, the department hires guest artists each year ranging from local choreographers to residencies with internationally known choreographers and dancers.

Students are subject to the following visual and performing arts graduation requirement:

- Entering Juniors must earn no fewer than four credits in art, music, and theatre and dance. Students may fulfill two of these four credits by completing any academic theatre and dance course.
- Entering Lowers must earn no fewer than three credits in art, music, and theatre and dance. Students may fulfill one of these three credits by completing any academic theatre and dance course.

THDA-210 **Introduction to Acting**
(F-W-S)

Four class periods. Open to all classes, this course is designed for students with little or no acting experience. By doing exercises in movement and voice production, reading, improvisation, and scenes, a student who is curious about the theatre may determine whether he or she has ability or interest in acting while learning something of the process of characterization, the major responsibility

of the actor. The emphasis is on the variety of acting experiences rather than on a polished final product.

THDA-320 Lighting
(F-W-S)

Four class periods. The course will introduce the student to the art of lighting design while also providing an opportunity to observe light in nature, art, stage, screen, and created environments. The course will allow the individual to gain applied practical understanding regarding the color theory of light, the psychology of color and light, and controllable qualities of light. The design process will be utilized as a method of dramatic interpretation. Artistic expression will be achieved through practical use of lighting instruments, laboratory projects, experiments, and school productions when applicable. (Mr. Murray)

THDA-321 Costuming
(F-W)

Four class periods. An introductory exploration into the areas of costume design and costume construction, this course will highlight primary design elements utilized in costume design for the stage and screen (i.e., line, color, tone, texture, movement, mood composition, balance, and focus). The course will examine historical period silhouette and the art and craft of the stage costume. Practical experience will be given in areas including construction, flat patterning, draping, and fabric manipulation. (Mr. Murray)

THDA-325 Scene Design
(F-W-S)

Four class periods. This course will introduce the student to the elements that inform the scenic designer's choices (the theme and mood of a script, lines of action, focus, constraints, whimsy) and discuss methods of formulating cohesive, functional, and effective design for a show. The student will be introduced to many materials and techniques available to a designer for realizing his or her ideas as a physical product. Special attention will be spent on the process of the design concept: collaboration, formulation, presentation, discussion, evaluation, and reworking. Students will be graded on both design projects and classroom participation. This is a seminar class that relies upon the open and frank exchange of ideas to stimulate creativity. (Mr. Bacon)

THDA-326 Sound in the Theatre
(S)

This course is an introduction to the art of sound design for the stage. Major topics covered include sound system design and implementation, effects creation, recording techniques, and live reinforcement of actors, singers, and musicians. Students will study audio theory through reading and practical demonstrations, and will develop a working understanding of the often confusing terminology of system components. What's the difference between a balanced and unbalanced cable, and why does it matter? Should I use a condenser or dynamic microphone (and should it be omni, cardioids, or figure 8)? What's phantom power, and when do I need it? Is a feedback destroyer the best way to destroy feedback? (No). Both analog and digital components will be studied. Completion of the course prepares students to design and engineer sound for school theatre productions. (Mr. Bacon)

THDA-330 Theatre Theory and History
(S)

Four class periods. Open to Seniors and Uppers. Lowers may enroll with permission of the department chair. We will trace the role of theatre in Western culture from the Greeks to the present American stage, focusing on how important artists broke through theatrical plateaus, creating new forms to communicate with their audiences. The vehicles for our lecture, discussion-based journey might include plays and writings by Aeschylus, Shakespeare, Moliere, Strindberg, and Miller; designs from the Romans, the Elizabethans, Reinhardt, Craig, Appia, and Mielziner; and theorists such as Aristotle, Stanislavsky, Brecht, Beck, and the Bread and Puppet Theatre. A major term project will wrap up the course with students' thoughts on how to push beyond present plateaus to reestablish the vitality of theatre for our culture today.

THDA-360 Introduction to Directing
(W)

Four class periods. Since directing plays is the most complex of theatrical tasks, this course will focus on methods to unlock the life of a script in the realization of production. Studies will include historic styles and productions, emphasizing their staging. Students will learn the dynamics of floor plans and their effect on blocking, the potentials for lighting and its effect on mood, the importance of rhythm and spectacle, and strategies to harness them. While no class on directing can function without including discussion of the actor's craft, this class will only touch on this area, which will be further developed in *THDA-510.* (Mr. Efinger)

Prerequisite: THDA-210 or permission of instructor.

THDA-365 Choreographic Elements
(W)

This course examines the aesthetic elements of movement through various dance styles. Students will be led through explorations and formal exercises to learn how to generate and manipulate movement in clear and innovative fashions. Course work will culminate in a final presentation of original compositions. This class will provide an in-depth study of dance elements and choreographic tools, drawing upon models set forth by Laban, Balanchine, Doris Humphrey, Judson Church, Mark Morris, and Rennie Harris, among others. Ultimately, students will deepen their understanding of movement as a form of communication and expression. This course will require students to rehearse on their own outside of class, as part of the standard four to five hours of homework per week. (Ms. Strong)

THDA-370 **Performance Art: The Creative Self**
(F-S)

This class explores the development of performance art through the 20th century to present day starting with the Dada & Surrealist movements, Theater of the Absurd, Bauhaus theater, post modern dance, happenings, and Japanese Butoh and ending with contemporary multimedia performances. Students will create their own performance art pieces incorporating a variety of techniques integrating movement, text, sound, visual components, personal stories, and dreams. The course will culminate in an informal performance. Course material is geared toward Uppers and Seniors. (Ms. Wombell)

THDA-380 **Technical Production**
(W-S)

Five class periods. This is a practicum course in which students work on the technical elements for faculty-directed dance and theatre productions being produced by the department in that term. Skills learned will depend on the requirements of the particular show. Some lab hours to be arranged outside of class time.

THDA-381 **Scenic Construction**
(F)

Five class periods. Students learn and practice fundamental theatrical scenic construction techniques. Specific topics covered are shop, stage, and power tool safety; how to read and build from technical drawings; platform and flat construction; doors and windows; safe legging and support techniques; rigging systems; and scene painting. In-class instruction is supplemented by readings from *The Stagecraft Handbook,* by Daniel Ionazzi.

THDA-420 **Public Speaking**
(F-W-S)

Four class periods. The course has a dual objective: to learn how to speak easily in front of others, and to learn how to construct a speech and perform the speech in English. Students give prepared speeches on a variety of topics.

ENGL-507AA **Play Writing**

See description under *ENGL-507AA/1.* Note that *Play Writing* is an English department offering and does not fulfill the Theatre and Dance requirement. (Mr. Heelan)

THDA-510 **Acting and Directing Workshop**
(S)

Four class periods. Enrollment by permission of the instructor. This course, for both the actor and the director, investigates tools to create a character on stage. We will learn to analyze a character and to unlock the toolbox of an actor. Students will take turns between acting and directing scenes after thorough analysis of the material. Course projects will include showing one's work as both actor and director to an actual audience. **The total time requirement for this course (class time plus homework) may exceed the standard nine hours per week.**

THDA-520/1
THDA-520/2
THDA-520/3 **Play Production**

By audition only. This course is composed of the performance of a faculty-directed play or musical. Recent choices include *Urinetown, A Midsummer Night's Dream, Odd Couple,* and *One Flew Over the Cuckoo's Nest.* The 2011–2012 production schedule will most likely include a classical play such as Shakespeare or Molière, a contemporary drama, and a musical. **The total time required for this course (class time plus homework) may exceed the standard nine hours per week.**

THDA-900H **Andover Dance Group for Credit**
(S)

The Andover Dance Group (ADG) is an auditioned performance group consisting of the most highly trained and dedicated dancers at Phillips Academy. Students in ADG make a commitment to dance for at least two terms a year, rehearsing for faculty-directed shows as an extra-curricular. Students dance five to six days a week. Serious dancers may be in the ADG each of their years at the Academy. After one year of performing with the ADG, students may choose to take a year for credit. In addition to rehearsals, students taking ADG for credit will be required to take a weekly dance history seminar that relates the current ADG project to a specific time period, movement, choreographer, or style in dance history. This seminar is a one-term commitment. Students may only take this option once, and it will serve to fulfill a term of their arts requirement. **The total time commitment for this group (classes, rehearsals, and seminar) may exceed the standard nine hours per week.**

Co-requisite: Students in Andover Dance Group are required to take dance as a sport.

WORLD LANGUAGES

Andover's requirement of at least three high school years of an ancient or modern language rests on the firm belief that direct acquaintance, through language, with the culture and people of other lands is a psychological and intellectual resource of inestimable value for each individual, for every country, and for our common world.

The diploma requirement is normally satisfied by successful completion, in one language, of three trimesters at the 300 level reached through the regular or intensive sequences (100, 200, 300, or 100, 150, 250, 300), or of one trimester of 400 level reached through the accelerated sequence (120, 220, 4XX).

In order to encourage students to consider studying a language that may not have been available to them prior to coming to Andover, the World Language Division also will allow students, by petition, to fulfill the requirement by successfully completing a total of three levels in two different languages. This alternative, the two-language path, must be done by successfully completing the first or second level of a language offered by relatively few schools (Arabic, Chinese, German, Greek, Japanese, or Russian), with the balance done in another language (typically French, Latin, or Spanish).

In addition to the eight languages that can be taken to satisfy the diploma requirement in full, we also offer two years of Arabic. This course may be used by qualified students to satisfy two years of the language requirement.

Placement of new students in all languages is based on their previous school record, on the placement test, on the questionnaire sent to them and their current language teachers in the spring, and, when appropriate, on a personal interview with the language chair at Andover. Details regarding various options and the diploma requirement as it is applicable to incoming Uppers and Seniors who begin a new language at Andover are available from the Registrar's Office. Further information may be found in the pamphlet titled *World Languages at Andover.*

Each of our languages, ancient and modern, with the exception of Arabic, may be started appropriately by students of any grade, Juniors through Seniors. Most Andover students continue their language study beyond the third year. Some study a second language in addition.

Small classes, flexible placement, and opportunities for acceleration assure that each student is in the optimal learning situation. In the case of modern languages, the world language is the language of the classroom. In conversation, in reading, and in writing, the goal is direct communication in the world language rather than communication through translation. The classroom experience is expanded by the Language Learning Center, media resources (e.g., periodicals, radio broadcasts, videotapes, movies, computers), the staging of plays, club activities, language events, service learning programs, and programs at Andover or nearby schools. At all levels of instruction, attention is focused both on basic language skills and, increasingly, on the literature, history, and various art forms that reveal the people whose languages are being studied.

Students are advised to take the College Board SAT II Subject Test in a world language as late as possible in their course of study, and in no case earlier than the second trimester of the third level.

For information on School Year Abroad, students should consult the SYA program coordinator.

ARABIC

Traditionally severely underrepresented on the American educational scene, the study of Arabic is now widely understood to be an important undertaking. The Arabic program at Phillips Academy is a young but dynamic one, focused on the teaching of Modern Standard Arabic. We offer two year-long sequences of intensive and non-intensive language courses and two single-term courses on language and on culture. Arabic courses are open only to Uppers and Seniors. Students interested in Arabic are encouraged also to consider *HIST-SS533/1* and *HIST-533/2.*

Because of the limited availability of Arabic in colleges and universities, enrollment in the year-long courses requires conversation with and permission of the head of the Division of World Languages. The one-term courses are appropriate for anyone who wishes just an overview, or who is interested in learning what the study of Arabic entails before taking it up more seriously subsequently (whether at Andover or in college). There are many good reasons to take Arabic, but we want to make sure that students understand the consequences of their choices.

The Arabic language is a Semitic language, quite different from the European languages where languages in the same family share many common grammatical features and many of the key words—especially older words—shown in their common origin. The Arabic language requires different ways of thinking and reading, and more intensive memorization than European languages. This is why *ARAB-100* requires two terms to provide the right foundation for students before they can proceed either at an accelerated pace or continue at a regular pace as they move through the Arabic program.

ARAB-100/4 First-Level Arabic (T2)
(F-W)

Five class periods. Beginning with the textbook *Alif Baa* and other resources, students will first acquire knowledge of the Arabic writing system. Students will then work more systematically on Modern Standard Arabic using all four skills (speaking, listening, reading, and writing) with the first book of the *Alif Baa* series. Language learning will be augmented by attention to various cultural topics through the term. Open only to Uppers and Seniors who have demonstrated success as language learners. Requires permission of the World Languages Division Head.

ARAB-110 First-Level Arabic
(s)

Five class periods. Building on *ARAB-100*, this course is open only to those who successfully complete *ARAB-100* in the fall and winter term, and to those for whom continuing at a non-accelerated pace is appropriate. The course will have as its focal text the first book of the *Ahlan wa Sahlan* series, with additional attention to various cultural topics through the year.

Prerequisite: ARAB-100

ARAB-120 First-Level Arabic
(s)

Five class periods. Building on *ARAB-100*, this course is open only to those who successfully complete *ARAB-100* in the fall and winter term, and to those for whom continuing at an accelerated pace is appropriate. The course will have as its focal text the first book of the *Ahlan wa Sahlan* series, with additional attention to various cultural topics throughout the year. This course may require more than the standard four to five hours of homework per week.

Prerequisite: ARAB-100

ARAB-130 Short Course in Beginning Arabic

Five class periods. This one-term course is intended as a means for students to acquire some familiarity with the Arabic language. Students will be presented with authentic written and spoken language and will acquire basic functional skills, including the ability to read and write the alphabet. Using the textbook *Alif Baa'* and other resources, students will acquire some useful knowledge of the language, but an important purpose of the course is to help students decide if they wish to pursue Arabic more seriously in the future. Open only to Uppers and Seniors.

ARAB-131 The Cultures of Arabic-Speaking People

Five class periods. Although there are no prerequisites, this course is designed to dovetail with *HIST-SS533/1 (The Middle East Heartland)* and *ARAB-130*. The course focuses on various facets of the cultures of diverse Arabic-speaking people. Through films, art, music, readings, religion, and history, students will consider a wide range of significant cultural issues. Open only to Uppers and Seniors.

ARAB-200/0 Second-Level Arabic
(a yearlong commitment)

Five class periods. Building on *ARAB-110*, this course is open only to those who successfully complete *ARAB-110* in the spring term, and to those for whom continuing at a non-accelerated pace is appropriate. This course will continue using the first book of the *Ahlan wa Sahlan* series, with additional attention to various cultural topics throughout the year. Open only to Seniors who successfully completed *ARAB-110* or its equivalent.

Prerequisite: ARAB-110

ARAB-220/0 Second-Level Arabic
(a yearlong commitment)

Five class periods. Using the *Ahlan wa Sahlan* series, Part 1. This course builds on the foundation of *ARAB-120*, continuing its four-skills approach to Modern Standard Arabic begun in *ARAB-120*, with more attention focused on listening and reading comprehension. Language learning will be augmented by attention to various cultural topics through the year. Open only to Seniors who successfully completed *ARAB-120* or its equivalent. This course may require more than the standard four to five hours of homework per week.

Prerequisite: ARAB-120

CHINESE

Standard Chinese (a.k.a. Mandarin) boasts the largest number of native speakers of any language in the world and is learned in school by all Chinese people regardless of local dialect. In addition to its burgeoning economy, China is also known for its rich history and culture, and the knowledge of Chinese can open doors to a wide variety of opportunities. Because Chinese words are tonal (varied in pitch) and uninflected (unmodified due to person, tense, number, gender, etc.), and because the script consists of characters rather than an alphabet, the study of Chinese offers a unique learning experience.

All Chinese courses develop listening, speaking, reading, and writing skills (using the simplified script). Intermediate and advanced levels introduce and develop the reading and writing of Chinese using computers. Opportunities are available for students to participate in the five-week study/travel program in China and an academic year program, both run by School Year Abroad (SYA) in Beijing, China.

CHIN-100/0 First-Level Chinese
(a yearlong commitment)

Five class periods. This course provides an introduction to spoken and written Chinese, with an emphasis on pronunciation, the *pinyin* Romanization system, and the building blocks (radicals) of Chinese characters.

CHIN-120/5 Accelerated First-Level Chinese (T2)
(a two-term commitment)

Five class periods. Distinguished students will be recommended by the department for this accelerated course at the conclusion of the first trimester of *CHIN-100*. Upon successful completion of this course, students move on to *CHIN-220/0*.

CHIN-200/0 Second-Level Chinese
(a yearlong commitment)

Five class periods. This course continues to emphasize proficiency in everyday situations. Students enlarge their

inventory of words and phrases while also developing a deeper understanding of the essential features of Chinese grammar.

Prerequisite: Successful completion of CHIN-100.

CHIN-220/0 Accelerated Second-Level Chinese
(a yearlong commitment)

Five class periods. Upon successful completion of this course, students move directly to *CHIN-400* by permission of the department.

Prerequisite: Successful completion of CHIN-120.

CHIN-230/0 Honors Accelerated Second-Level Chinese
(a yearlong commitment)

Five class periods. Students in *CHIN-120* who have demonstrated a particularly strong mastery of both spoken Chinese and Chinese characters will be recommended by the department for this honors accelerated course at the conclusion of spring term of the previous year. Upon successful completion of this course, students move on to *CHIN-520.*

Prerequisite: Successful completion of CHIN-120.

CHIN-300/0 Third-Level Chinese
(a yearlong commitment)

Four class periods. This course provides more emphasis on reading and writing. Students are introduced to longer texts, covering such topics as family life, social issues, and aspects of Chinese culture.

Prerequisite: Successful completion of CHIN-200.

CHIN-400/0 Fourth-Level Chinese
(a yearlong commitment)

Four class periods. Increased use of authentic materials is employed as more sophisticated aspects of language and culture are explored. In particular, students are exposed to the more formal written style of Chinese, which is prevalent in newspapers, on street signs, etc.

Prerequisite: Successful completion of CHIN-300 or 220.

CHIN-520/0 Advanced Placement Chinese
(a yearlong commitment)

Five class periods. This intensive course is designed in accordance with the College Board guidelines to prepare students for the AP exam in Chinese. Students refine their communicative abilities in the interpersonal, interpretive, and presentational modes while deepening their understanding of Chinese history and contemporary society.

Prerequisite: Successful completion of CHIN-230 or 400.

CHIN-620/1
CHIN-620/2
CHIN-620/3 Advanced Topics in Chinese

Four class periods. This advanced course explores a wide range of modern issues in China within a historical, political, and cultural framework. In addition to assigned readings and class discussions, students also are expected to conduct independent research (using a variety of media), present oral reports, and submit papers on a regular basis.

Prerequisite: Successful completion of CHIN-230, 400, or 520.

COURSES FOR ADVANCED HERITAGE LEARNERS

The following courses, offered on a rotating basis, are intended for students with near-native fluency in Chinese and extensive familiarity with Chinese culture. Course structure and content are designed to emulate the challenge of an actual high school–level course taught in China. A student may enter the Advanced Heritage level only with permission of the department; once accepted, however, successful completion of a course at this level would qualify him/her for the next course in the sequence.

CHIN-640/1
CHIN-640/2
CHIN-640/3 Modern Chinese Literature for Advanced Heritage Learners

Four class periods. This course is intended for students with near-native fluency in Chinese and extensive familiarity with Chinese culture. A variety of literary genres and works are studied, and the course structure and content are designed to emulate the challenge of an actual high school–level course taught in China.

Prerequisite: Successful completion of CHIN-641 or 642, or permission of the department.

CHIN-641 Topics in 20th-Century China for Advanced Heritage Learners
(not offered in 2011–2012)

Four class periods. This course is intended for students with near-native fluency in Chinese and extensive familiarity with Chinese culture. A variety of recent cultural and historical topics are studied, and the course structure and content are designed to emulate the challenge of an actual high school–level course taught in China.

Prerequisite: Successful completion of CHIN-640 or 642, or permission of the department.

CHIN-642 Chinese Current Events for Advanced Heritage Learners
(not offered in 2011–2012)

Four class periods. This course is intended for students with near-native fluency in Chinese and extensive familiarity with Chinese culture. A variety of contemporary topics are studied, and the course structure and content are designed to emulate the challenge of an actual high school–level course taught in China.

Prerequisite: Successful completion of CHIN-640 or 641, or permission of the department.

FRENCH

French is a world language spoken on five continents and in many international organizations, such as the United Nations, UNESCO, and NATO. It is an official language of more than 30 countries, including Belgium, Canada, Côte d'Ivoire, the Democratic Republic of the Congo, Guinea, Haiti, Senegal, and Switzerland. L'Organisation Internationale de la Francophonie has 56 member states. While France is the most visited country in the world and famous for many reasons—including its cultural heritage, beauty, food, and art of living—the importance of French extends far beyond France.

The French Department offers courses at six different levels, from beginning through Advanced Placement and beyond to courses for fluent speakers. At all levels, classes are conducted entirely in French, and in all courses French is taught in cultural contexts. The first two years emphasize basic language structures; the third serves as a transition to advanced courses that offer in-depth study of the literature and civilization of France and other French-speaking areas, especially those in Africa and North America. Each year, the Academy enrolls French-speaking students from abroad who provide important firsthand contact with Francophone cultures. Students may spend a full academic year or a summer in Rennes through the School Year Abroad program. Information on this and other off-campus opportunities can be obtained from the Department of World Languages.

FREN-100/1 First-Level French

Five class periods. This course is designed for those students who have had little or no previous world language experience. The course emphasizes the skills of listening, speaking, reading, and writing in the cultural context of the Francophone world. Assignments are regularly required in the Language Learning Center. (Text: *Motifs,* Jansma/Kassen)

FREN-110/1 First-Level French

Five class periods. This course is designed for those students who have had previous experience in French, but who are not sufficiently prepared for the second-level course. The course emphasizes listening comprehension and the use of basic conversational patterns of French speech. It includes elementary grammatical and idiomatic structures, as well as appropriate reading material. Assignments are regularly required in the Language Learning Center. (Text: *Motifs,* Jansma/Kassen)

FREN-110/5 First-Level French (T2)

(a two-term commitment)

Five class periods. This course is a continuation of the *First-Level French* course for students from both *FREN-100* and *FREN-110* in preparation for *FREN-200* the following year.

FREN-120/5 Accelerated First-Level French (T2)

(a two-term commitment)

Five class periods. Students will be recommended by the teacher for this accelerated course at the conclusion of the first trimester of *FREN-100* or *FREN-110.* Successful completion of *FREN-120* allows students to advance to *FREN-220.* The *FREN-100/110–120–220* sequence covers three years of French in two years.

FREN-200/0 Second-Level French

(a yearlong commitment)

Five class periods. For students who have completed *FREN-110,* or for new students who qualify through a placement test. Students practice the idiomatic expressions that are most useful in everyday situations. While continuing to develop aural-oral skills, this course involves reading nontechnical French prose and writing simple compositions. (Texts: *A votre tour,* Valette and Valette; *Grammaire progressive du français,* CLE.)

FREN-220/0 Accelerated Second-Level French

(a yearlong commitment)

Five class periods. Upon successful completion of this course, students continue their study in fourth-year courses. Because of the rapid pace, each student's progress will be evaluated closely in November to determine whether it is in his or her best interest to move to *FREN- 200.* The course content consists of a complete grammar review and acquisition of contemporary vocabulary, along with films and varied texts. (Texts: *Cinéphile,* Conditto; *Le Petit Nicolas,* Sempé and Goscinny; *Le Comte de Monte Cristo,* Dumas)

FREN-300/0 Third-Level French

(a yearlong commitment)

Four class periods. This yearlong course develops listening, speaking, reading, and writing skills through a review of grammar and the study of French films. Articles from magazines and newspapers, online resources, and poems and recitations complement this core program. (Text: *Cinéphile,* Conditto)

ADVANCED COURSES

FREN-400/1 French Civilization

(F)

Four class periods. Intended for students who understand, read, and write French well and who already speak at a competent level, but who desire to develop further conversational skills and acquire the vocabulary and idiomatic expression necessary to be able to discuss major cultural and social issues. The course is based on current articles taken directly from the French and Francophone press. The students also read a novel and write a weekly essay. Diction, elocution, and intonation also are stressed through debates and role-playing. (Text: *Civilisation progressive du Française,*

CLE; *Une Fois Pour Toutes,* Sturges, Herbst, Nielsen; *M.Ibrahim,* Schmitt; *Une Tempête,* Aimé Césaire.)

FREN-400/2 The Francophone World
(w)

Four class periods. Students continue the study of French through a focus on the French-speaking areas outside of France. The course studies the civilizations of North, West, and Sub-Saharan Africa and of the Antilles, and includes a study of the geographical, social, and historical aspects of these regions of the world. (Text: *Une Fois Pour Toutes*, Sturges, Herbst, Nielsen; *Une Si Longue Lettre*, Mariama Ba; *Contes et légendes du monde francophone*, Andree Vary et Claire Brouillet.)

FREN-400/3 Francophone Literature
(s)

Four class periods. The central texts during spring term are *Contes et Légendes des Antilles*, Georgel, and *Le Racisme Expliqué a Ma Fille*, Ben Jelloun, in addition to *Une Fois Pour Toutes*, Sturges, Herbst, Nielsen.

FREN-420/0 Crossing Cultures
(a yearlong commitment)

This course includes conversation practice, vocabulary acquisition, grammar exercises, and essay writing in the context of cross-cultural themes in literature and movies. Students consider the question of cultural identity and what it means to have more than one language and more than one culture.

Fall term—The class studies what it means to be "the other" in the complex relationship between France and Algeria in Albert Camus's novel *L'Etranger* and Gillo Pontecorvo's movie *La Bataille d'Alger.*

Winter term—The relationship between France and Germany during World War II and the themes of love and war provide the cultural background for *Le Silence de la Mer* and *Hiroshima Mon Amour.*

Spring term—Belonging to more than one culture is this term's theme. Texts include Marjane Satrapi's *Persepolis*, an autobiographical French graphic novel set in Iran and France, and Camara Laye's *L'Enfant Noir*, a coming of age story set in Guinea. In the context of Tavernier's *Autour de Minuit*, students also study Paris as a haven for American jazz artists.

FREN-520/0 French Civilization, Literature, and Cinema
(a yearlong commitment)

Five class periods. Open to students who have completed three terms of fourth-level French and to qualified new students. Students explore works of literature, films, and current events to develop their critical-thinking skills and understand the cultural and social contexts of the French-speaking world. The course also includes instruction in language skills and in the methodology of expository writing in French. It meets the requirements of the Advanced Placement French Language exam.

The works studied include texts such as *Cyrano de Bergerac*, Rostand; *Candide*, Voltaire; *Béni ou le Paradis Privé*, Bégag; *Paul et Virginie*, Bernardin de Saint Pierre; and *Mercure*, Nothomb; and films such as *Le Grand Bleu*, Besson; *Les 400 Coups*, Truffaut; and *Le Goût des Autres*, Jaoui.

FREN-600/1
FREN-600/2
FREN-600/3 Modern Francophone Literature

Two two-hour class periods. A seminar course open to students who have completed 500-level French or the equivalent. The class studies modern novels, plays, poetry, and films. Texts: *Moi*, *Tituba*, *Sorcierè*, Maryse Conde; *Métisse Blanche*, Kim Lefèvre; *Cinema for French Conversation*, Anne-Christine Rice.

GERMAN

German is spoken in four countries with diverse cultural, political, and economic traditions: Austria, the Federal Republic of Germany, Liechtenstein, and Switzerland. It is also the mother tongue of significant minorities in neighboring countries. Among Europeans, in fact, the approximately 98 million native speakers of German greatly outnumber those of English, French, Italian (58–60 million each), or Spanish (36 million). In business, diplomacy, and tourism, German stands second only to English in Western Europe, and in Eastern Europe it holds first place. It is the language of many of modern history's most notable writers, scientists, musicians, and philosophers, among them Nietzsche, Beethoven, Bach, Einstein, Freud, Goethe, and Mozart. As English is a Germanic language, the study of German is quite accessible for English speakers. No prior world language experience is necessary to begin the study of German. Many students find the study of German enhances their comprehension of English grammar and gives them a unique insight into the English language.

The department offers a five-year course of study in reading, writing, and speaking German. Digital lab materials, most of which are available to students over the Web, and contemporary films supplement language immersion in the classroom. Students at the second, third, and fourth levels also have the opportunity to participate in the National German Exam as well as the American Association of Teachers of German three-week summer study–home stay program in Germany.

GERM-100/0 First-Level German
(a yearlong commitment)

Five-hour course. A yearlong elementary course in speaking, reading, writing, listening comprehension, and culture. No previous experience in German or any other world language is needed to enroll in this course. *GERM-100* offers significant daily structure and support in order to facilitate successful language learning. Current text: *Deutsch Aktuell 1,* 6th edition interactive online version, supplemented by digital lab exercises, contemporary films, songs, and adapted short stories.

GERM-150/5 Accelerated First-Level German (T2)
(a two-term commitment)

Five class periods. Open to students who have completed the fall term of *GERM-100* with distinction and who have been recommended by their instructor. Superior work in this course enables students to enter *GERM-250* the following fall, followed by *GERM-300* in the winter and spring terms, thereby completing three years of the study of German in two years. An accelerated course in grammar, speaking, listening comprehension, reading, and culture. Current texts: *Deutsch Aktuell 1,* 6th edition interactive online version, supplemented by video, digital lab exercises, contemporary films, poems, songs, and adapted short stories.

GERM-200/0 Second-Level German
(a yearlong commitment)

Open to students who have successfully completed *GERM-100* or its equivalent. The study of basic grammar, conversation, and reading skills is continued along with the introduction of theme writing. Current text: *Deutsch Aktuell 1,* 5th edition; supplemented by digital lab exercises, contemporary films, songs, and adapted short stories.

GERM-250/1 Accelerated Second-Level German

Five class periods. Open to students with strong learning skills who have completed *GERM-150* or its equivalent with distinction. This accelerated course covers the spring term *GERM-200* syllabus with the addition of intensive grammar review and writing. Successful completion of this course qualifies students to enter *GERM-300* in the winter term. Current texts: *Emil und die Detektive,* by Kästner; *Vater und Sohn,* by Eppert; and *Deutsch heute,* 9th edition, supplemented by movies and digital lab exercises.

GERM-300/0 Third-Level German
(a yearlong commitment)

Four-hour course. Open to students who have successfully completed *GERM-200* or *GERM-250* or its equivalent. This course develops the language skills in speaking, listening comprehension, reading, and writing through the introduction of German texts in the original. Greater emphasis on classroom discussion as well as short essay writing is introduced. Current texts: *Biedermann und die Brandstifter,* by Frisch; *Vater und Sohn, by* Eppert; *Deutsch heute,* 9th edition, and a selection of short stories and poems. A short theatrical presentation in German complements other classroom work. Digital lab exercises, contemporary films, and songs supplement the reading.

GERM-520/1 Advanced Fourth-Level German
(F)

Five class periods. The first term of a yearlong sequence, this course is open to students who have successfully completed *GERM-300* or its equivalent. This term is devoted to Dürrenmatt's play Der Besuch der alten Dame. Vocabulary expansion, increased oral fluency through daily classroom discussion, and written accuracy through paragraph writing and rewriting are central to this course. One week will be devoted to theater as students act out scenes from the play. Selective review of advanced grammar topics is incorporated as needed.

Prerequisite: GERM-300

GERM-520/5 Advanced Fourth-Level German
(a two-term commitment)

Five class periods. This course is a continuation of *GERM-520/1* with increased emphasis on oral proficiency through both informal classroom discussions as well as formal assessments in the LLC (Language Learning Center). Students continue to review advanced grammar as needed, while being exposed to a wider variety of German works in the original.

Winter term—Cornelia Funke's novel *Herr der Diebe*

Spring term—Selected Grimm fairy tales, short stories by Lenz and Kafka, current events videos and articles, concrete poetry, and Goethe's poem *Der Erlkönig.*

Prerequisite: GERM-520/1

GERM-600/1
GERM-600/2
GERM-600/3 Advanced Topics in German

Four class periods. Open to students who have successfully completed three terms of fourth-level or AP German, or their equivalent, this course varies with the needs of the class. It is usually a seminar in the reading and discussion of German novels and plays. Authors currently read: Brecht, Goethe, Kafka, Dürrenmatt, Lenz, and Zweig. Offered only if there is sufficient enrollment.

GREEK

Through the study of Greek, the Department of Classics offers students a direct entry into Greek literature. The Greek alphabet is easily mastered in the first few class meetings, and students quickly discover that the poetic and expressive qualities of Greek language and literature stimulate the imagination and illuminate the early political and intellectual development of the Mediterranean basin. The regular sequence in Greek is *GREK-100, 200, 300,* and *400,* though students wishing to accelerate may want to consider *GREK-150* followed by *GREK-300,* with the permission of the department.

GREK-100/0 First-Level Greek
(a yearlong commitment)

Five class periods. The course introduces the student directly to the classical Greek of Periclean Athens through a series of readings that present not only the vocabulary, forms, and syntax of the language, but also the thoughts, feelings, and actions that characterize Greek culture. Though preliminary selections are necessarily simplified,

within the first year students are reading excerpts in their original form from various Greek authors.

GREK-150/0 First- and Second-Level Greek, Intensive
(a yearlong commitment)

Five class periods. The course is open to Seniors, Uppers, and others, with the permission of the department. It covers in one year the essential material of *GREK-100* and *GREK-200,* and basic forms and structure, along with ample selected readings from various Greek authors.

GREK-200/0 Second-Level Greek
(a yearlong commitment)

Five class periods. This course continues the format of *GREK-100,* with further systematic development of reading skills and control of vocabulary, forms, and syntax through the medium of more advanced selections from the Greek masterpieces, always with the purpose of understanding the spirit of the people who produced them.

GREK-300/0 Third-Level Greek: Iliad and Odyssey
(a yearlong commitment)

Four class periods. Students will study selected works of Homer, Herodotus, or Plato.

GREK-400/1
GREK-400/2 Fourth-Level Greek: Philosophy and History,
GREK-400/3 Tragedy, Lyric

Four class periods. Ancient concepts of justice and morality are examined through the works of Plato and Thucydides. Human tragedy is explored in a play of Sophocles or Euripides. One term is devoted to the study of emotion and self-expression in the Greek lyric poets.

JAPANESE

JAPA-100/0 First-Level Japanese
(a yearlong commitment)

Five class periods. Open to all students. Seniors may take the course, but in situations of high enrollment, priority will be given to younger students to fulfill language requirement. Students will learn to express themselves in a variety of conversational situations and to read and write *hiragana, katakana,* and about 15 *kanji,* or Chinese characters. Classroom instruction will be based on *Adventures in Japanese, Book 1,* and its corresponding workbook. Students will learn not only the basic grammatical structures but also important elements of Japanese culture.

JAPA-200/0 Second-Level Japanese
(a yearlong commitment)

Five class periods. Open to students who have successfully completed first-level Japanese or its equivalent. A continuation of *JAPA-100,* the instruction will be based on *Adventures in Japanese, Book 2,* and its workbook. In this course there is an increased emphasis on grammar and an additional 150 *kanji.*

JAPA-300/0 Third-Level Japanese
(a yearlong commitment)

Four class periods. Open to students who have successfully completed second-level Japanese or its equivalent. Instruction is given based on *Adventures in Japanese, Book 3,* and its workbook. Emphasis is placed on more conversational practice using the previously learned grammar and more advanced new grammar. Additional emphasis is placed on a significant increase in kanji characters. Students are expected to learn an additional 150 *kanji* by the end of the course.

JAPA-400/0 Fourth-Level Japanese
(a yearlong commitment)

Four class periods. Open to students who have successfully completed third-level Japanese or its equivalent. Using the advanced textbook of *Adventures in Japanese, Book 4,* and its workbook, students will learn to express themselves more creatively and to communicate with status-appropriate word usage. Students will learn an additional 150 *kanji* by the end of the course. Emphasis is placed on more advanced Japanese culture and understanding Japanese history and values. Projects include interviews, research, and the final papers.

JAPA-520/0 Japanese Language and Culture
(a yearlong commitment)

This course is designed to be comparable to college/university Japanese courses where students complete approximately 300 hours of college-level classroom instruction. Like corresponding college courses, this course supports students as they develop the productive, receptive, and cultural skills necessary to communicate with native speakers of Japanese. Students' proficiency levels at the end of the course are expected to reach the intermediate-low to intermediate-mid range, as described in the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines.

JAPA-600/1
JAPA-600/2
JAPA-600/3 Advanced Topics in Japanese

Four class periods. This course focuses on the development of additional *kanji,* and on vocabulary expansion through the study of Japanese newspapers, short stories, and a feature-length film. Emphasis is placed on students' listening comprehension and speaking proficiency.

Prerequisite: Successful completion of JAPA-400 and/or the approval of the instructor.

LATIN

The Department of Classics offers students a direct entry into the traditional Latin literary curriculum while at the same time providing students with an opportunity to develop a more sophisticated historical and international perspective. Whenever possible, traditional language study is supplemented with readings in English that address both ancient and modern cultural concerns.

LATN-100/0 First-Level Latin
(a yearlong commitment)

Five class periods. The purpose of the course is to teach students the basic features of the Latin language and of Roman culture in relation to other cultures, e.g., family life and societal relationships, slavery, travel, sports, life in the big city, entertainment, and education. Students learn the traditional forms and syntax. All six tenses, indicative and passive, are covered, as well as all five declensions of nouns, three declensions of adjectives, and the standard pronouns. There is extensive practice in recognizing endings of nouns, adjectives, pronouns, and verbs, as well as case uses and normal Latin sentence structures, with the goal of mastering basic techniques of accurate translation and comprehension of Latin sentences and stories. Students complete the textbook *Jenney's First Year Latin,* then study *Jenney's Second Year Latin* up through the ablative absolute.

LATN-130 Introduction to Latin
(F-S)

Five class periods. Comparable to the first term of *LATN-150,* but with less depth of coverage, this one-term course is for students seeking an introduction to the Latin language or those whose studies in other languages (including English) have aroused their curiosity about the workings of languages (grammar, syntax, and vocabulary). It offers special profit and fascination to students of French, Spanish, and Italian, since it gives a wider perspective on much of what they already know. For students who plan some day to study Russian or German, it serves as an introduction to the workings of highly inflected languages. It is a term-contained course, but students wishing to continue with Latin will have the opportunity to do so.

LATN-150/0 First- and Second-Level Latin, Intensive
(a yearlong commitment)

Five prepared class periods. This course covers in one year the essential elements of *LATN-100* and *LATN-200.*

LATN-200/0 Second-Level Latin
(a yearlong commitment)

Five prepared class periods. During the fall, the linguistic and cultural approach of *LATN-100* is continued as the class reviews and completes the basic grammar (including participles, subjunctives, and indirect statements) and reads about other aspects of Roman life. In the winter and spring, students read selections from Caesar, Livy, Ovid, and Apuleius' tale of *Cupid and Psyche.*

LATN-300/0 Third-Level Latin: Livy, Catullus, Cicero, Vergil
(a yearlong commitment)

Four prepared classes, all single periods. Students begin the fall with a thorough review of the Latin language in conjunction with correlated reading passages. In the latter half of the fall, students read selections from Livy or Cicero. In the winter, students read the lyric love poetry of Catullus and selections from Cicero's speech, *Pro Caelio,* defending one of Catullus's former friends against charges brought by the woman to whom Catullus wrote his most famous poems. In the spring, students read selections from Book II of Vergil's *Aeneid,* the story of the Trojan Horse and the destruction of Troy, a heroic backdrop for very human struggles of duty and loyalty among women and men, parents and children, leaders and followers, humans and their gods.

ADVANCED COURSES

LATN-520V/0 Vergil
(a yearlong commitment)

Five prepared class periods. Students read the entire *Aeneid* in English and substantial selections of Books I, IV, and VI in Latin, examining Vergil's literary form and technique, as well as the philosophical and political dimensions of his age. Book II, which students will have read in the spring of *LATN-300,* is reviewed quickly. Book I frames Rome's 1,000-year ascendancy in the rivalries of divine wills. Book IV tells the story of the tragic conflict between Aeneas' love for Queen Dido and his obligation to imperial Roman destiny. Book VI features Aeneas' descent into the underworld to gain prophetic visions of Rome's future greatness. Brief selections from Books VII–XII, the "Roman Iliad," round out the readings for the year.

Prerequisite: A grade of 5 or higher in LATN-300 or permission of the department.

LATN-600/1
LATN-600/2
LATN-600/3 Advanced Latin Authors

A four-hour class that meets three times a week, this is primarily a literature course with works in the original Latin.

Fall term—In the fall, students read Lyric Poetry, beginning with Catullus and continuing with Horace after the midterm. Although their lifetimes overlapped, Catullus flourished during the time of Julius Caesar and the crumbling Roman Republic, whereas Horace wrote his *Odes* after civil war had established the reign of Augustus, the first emperor of Rome. Beyond appreciating the magnificent and still resonant *ars* of these two famous poets, students will compare the differences in their styles, *personae*, and philosophies, and discuss how these reflect not just each artist's poetic voice, but the contemporary political regime as well.

Winter term—Students focus on Ancient Rhetoric, beginning with an examination of Platonic vs. Aristotelian ideals of rhetoric, and continuing with a more detailed study of Ciceronian precepts of oratory. While translation and discussion of Cicero's speech *Pro Caelio* is the nucleus of this term's scholarship, students also make connections with modern examples of persuasive technique in the form of advertisements, popular songs, and political speeches.

Spring term—Students are treated to a treasury of outstanding excerpts from the works of several Latin authors from the Golden Age, encompassing history, poetry, comedy, and epistolography.

Prerequisite: The prerequisite for any term of LATN-600 is a 5 or above in LATN-520V. An additional prerequisite for the spring term of LATN-600 is a 5 or above in at least one previous term of Latin 600.

RUSSIAN

With the demise of the Soviet Union and resulting rapid expansion in East-West activity, the ability to communicate in Russian and knowledge of Russian culture have lost none of their importance. At the beginning of the 21st century, there are more contacts now with Russia and countries of the former Soviet Union than ever before. Not only are American business, science, and technology clamoring for Russian speakers to work in and with the new Russia, but Russian remains the *lingua franca* in all the former Soviet republics, making it extremely important now for national security reasons as well.

No prior world language experience is necessary to begin the study of Russian. Before studying Russian, many consider it strange and difficult, but its alphabet and vocabulary have the same sources as English, and it follows many of the same principles of grammar. Continuous oral, visual, and instructional use quickly make Russian familiar and enjoyable.

The Russian department offers a five-year course of study. This well-established program ensures confident progress in speaking, aural comprehension, reading, and writing. Elementary courses use a unique digital textbook to strengthen grammar skills and improve vocabulary learning. At the upper levels, students use Russian word processors for their compositions and the Web for research and course work. Video is used throughout to improve understanding of culture as well as language. Students who have had success in another world language or who have some prior experience with Russian are encouraged to consider taking *RUSS-150* after the fall term introduction. It is the policy of the World Language Division to use the target language exclusively in the classroom. Students enrolling in *RUSS-100/0* in the fall of 2011 will use an iPad (Model 1 or 2) in lieu of textbooks or workbooks throughout their Andover Russian career.

RUSS-100/0 **First-Level Contemporary Russian**
(a yearlong commitment)

Five class periods. A yearlong elementary course in speaking, listening, reading, and writing. Texts: all-digital textbook (for the iPad—see note above) developed by the department for exclusive use at PA; reference materials.

RUSS-130 **A Short Course in Beginning Russian**
(s)

Four class periods. A term-contained introduction to speaking, reading, and writing Russian, using conversational text materials, this course enables students to feel comfortable with the somewhat different features of a Slavic language. It also gives a sound foundation for continuing courses in Russian language, history, and literature, whether at Andover or in college.

RUSS-150/5 **Accelerated First-Level Russian (T2)**
(a two-term commitment)

Five class periods. Open to students who have completed the fall term of *RUSS-100* with distinction and who have been recommended by their instructor. Superior work in this course enables students to enter *RUSS-250* in the fall, followed by *RUSS-300* in the winter and spring terms, thereby completing three years of Russian language in two years. An accelerated course in grammar, speaking, listening comprehension, reading, and culture, this course may require more than the standard four to five hours of homework per week. Texts: the same as those of *RUSS-100* and *RUSS-200.*

RUSS-200/0 **Second-Level Contemporary Russian**
(a yearlong commitment)

Five class periods. Completion of the elementary course with continued emphasis on active use. Texts: all-digital textbook developed by the department for exclusive use at Phillips Academy; reference materials.

Prerequisite: Successful completion of RUSS-100.

RUSS-250/1 **Accelerated Second-Level Russian**

Five class periods. Open to students with strong learning skills who have completed *RUSS-150* or its equivalent with distinction. This accelerated course completes the work of *RUSS-200* with the addition of intensive grammar review and writing. Successful completion of this course qualifies students to enter *RUSS-300* in the winter term. This course may require more than the standard four to five hours of homework per week. Texts: the same as those of *RUSS-200* and fall term of *RUSS-300.*

RUSS-300/0 **Third-Level Russian**
(a yearlong commitment)

Four class periods. Students will improve conversation and composition skills through work with selected 19th- and 20th-century short stories and with video materials. A review of problematic areas of grammar is integrated into the course. Work with video and audio materials in the Language Learning Center constitutes an important component of the course.

Prerequisite: Successful completion of RUSS-200 or 250.

RUSS-400/1
RUSS-400/2
RUSS-400/3 **Fourth-Level Russian**

Four class periods. Further work in conversation and composition. Over the course of the year, there is a transition from texts that are lightly adapted to texts in the original. The focus of materials in the winter and spring terms is the 20th century. The winter term is devoted to a single text; fall and spring terms examine shorter texts and video materials. Work with video and audio materials in the Language Learning Center constitutes an important component of the course.

Prerequisite: Successful completion of RUSS-300.

RUSS-520/0 **Advanced Fourth-Level Russian**
(a yearlong commitment)

Five class periods. The core materials of the course are identical to those used in *Fourth-Level Russian.* In addition, however, one of the five weekly meetings will be devoted to preparation for the newly announced Advanced Placement Russian test. The additional material will be selected to reflect the structure of the AP exam. This course may require more than the standard four to five hours of homework per week.

Prerequisite: Successful completion of RUSS-300 or permission of the department chair.

RUSS-600/1
RUSS-600/2
RUSS-600/3 **Advanced Topics in Russian**

Four class periods. A central goal of this course is to provide students with an overview of the major themes and developments in the last two centuries of Russian literature and history. Students will be expected to integrate this knowledge into the base they have acquired in their previous Russian study. At the same time, students will work to improve their ability to diagnose their own language-learning strengths and weaknesses, and, where relevant, to plan their approach to the continued study of Russian at the college level. Current events are a major component of the spring term.

Prerequisite: Successful completion of RUSS-400/3 or 520.

SPANISH

The Department of Spanish offers a six-year course of study. Students who demonstrate unusual ability and interest during the first year are invited to join an accelerated sequence. The language of the classroom is Spanish, and extensive use is made of the Language Learning Center. Students learn to understand, speak, read, and write the language, and also are given a comprehensive introduction to the literature and culture of Spain and Latin America. To enhance a student's language experience, the opportunity to study in Zaragoza is offered through the School Year Abroad program. Information is available through the SYA program director. Upon completion of any fourth-level course sequence or combination, a student will be prepared to take the AP language exam.

SPAN-100/1 **First-Level Spanish**

Five class periods. This course is designed for those students who have had no previous world language experience. The course emphasizes listening comprehension and the use of basic conversational patterns of Spanish speech. Elementary grammatical and idiomatic structures are introduced, as well as appropriate reading material. All classwork is conducted in Spanish. (Text: *Descubre 1*)

SPAN-110/1 **First-Level Spanish**

Five class periods. This course is designed for those students who have had previous experience in Spanish or in another world language. The course emphasizes listening comprehension and the use of basic conversational patterns of Spanish speech. Elementary grammatical and idiomatic structures are introduced, as well as appropriate reading material. All classwork is conducted in Spanish. (Text: *Descubre 1*)

SPAN-110/5 **First-Level Spanish (T2)**
(a two-term commitment)

Five class periods. This course is a continuation of the first-level Spanish course for those students not enrolled in *SPAN-120 (Accelerated First Level Spanish).* (Text: *Descubre 1*)

SPAN-120/5 **Accelerated First-Level Spanish (T2)**
(a two-term commitment)

Five class periods. Especially competent students will be recommended for this accelerated course at the conclusion of *SPAN-100/1* or *SPAN-110/1.* Superior work in *SPAN-120* enables recommended students to enter *SPAN-220. Descubre 2* serves as the primary text (see above) and is supplemented with reading selections and proficiency-oriented exercises.

SPAN-200/0 **Second-Level Spanish**
(a yearlong commitment)

Five class periods. Using the *Descubre 2* text, this course completes the introduction of grammar begun in the first year. Topics covered are imperfect, imperfect/preterite contrast, subjunctive, perfect tenses, future, and conditional. Extensive thematic vocabulary is integrated into each lesson. There are integrated video and audio programs by which the grammar and vocabulary are reinforced. Significant emphasis is placed on oral practice. Writing and reading skills are further developed. Various Latin American countries are studied.

SPAN-220/0 Accelerated Second-Level Spanish
(a yearlong commitment)

Five class periods. This is an accelerated second-year course that develops communicative competence, and provides intensive reading and writing practice. At least eight Latin American and Spanish short stories are read in the first trimester, followed by the theatrical play *La Muerte y la doncella* in the second trimester, and *Relato de un naufrago* in the third trimester. Advanced concepts of grammar and idiomatic expressions are studied and put into practice in three-page essays. In order to work on pronunciation and speaking proficiency, PowerPoint and oral presentations are required, as is acting out specific scenes from the theatrical play. Students normally must maintain an honors grade to remain in the course. There are at least three tests per trimester, not including final exams. This course enables students, upon departmental recommendation, to enroll in a 400/420-level course. Open to students who have completed *SPAN-120* with distinction and other qualified students with departmental permission.

SPAN-300/0 Third-Level Spanish
(a yearlong commitment)

Four class periods. During the fall term, students read short stories, testimonies, and poems of diverse Hispanic traditions that explore notions of family, individual and collective identities, and personal and social relationships. These texts also serve as structural and thematic models to various written exercises and other class activities.

The primary objective of the winter term is to expose students to a challenging and sophisticated literary text, *Crónica de una Muerte Anunciada* (Chronicle of a Death Foretold), while enforcing their structural skills and communicative competence through a series of grammar, vocabulary, and comprehension exercises based on the novel.

In the spring, students read *Las Bicicletas Son Para el Verano* (Bicycles Are for Summer) and a play about the Spanish Civil War by a contemporary Spanish playwright, and then perform selected scenes from this work.

ADVANCED COURSES

SPAN-400/1
SPAN-400/2 Current Events and Multimedia
SPAN-400/3 Approaches to the Hispanic World

Four class periods.

Fall term—*(Hispanic America)*—Students will refine speaking, writing, and listening skills in Spanish and the ability to express current issues through a cultural context. This course will use canonical Latin American literary texts, film, and journalism in order to provide a basis to discuss current and historical issues of four Latin American countries: Argentina, Chile, Colombia, and Mexico. Furthermore, the course will *begin* a comprehensive review of basic to advanced grammar structures for students thinking about taking the various national Spanish exams. Class requirements include three essays with subsequent corrections, three tests (not including the final exam), and a class presentation made in PowerPoint. Daily class participation is essential.

Winter term—*(Spanish and Latin American Film)*—Through the study and analysis of various films from Spanish-speaking countries, students further develop oral and written proficiency in the language. Representative cinematic works of Cuba, Spain, Argentina, and Mexico serve as an artistic medium for discussion of historical, cultural, and political issues. These films serve to enhance students' knowledge of the complexity and richness of Hispanic cultures. In addition to weekly tests on vocabulary and general comprehension of the films, students will produce an original script and a short video at the end of the term. Students also will enhance their writing by creating four essays based on issues presented on the films. The study of grammar will concentrate on the more challenging structures for English speakers, continuing the grammar review with systematic exercises that were started in the previous *SPAN-400/1*. Daily class participation is essential.

Spring term—*(Hispanic Caribbean)*—Students will refine speaking and writing through the analysis of poetry and short stories of select Caribbean authors. This course will use canonical Caribbean poetry, short stories, film, music, and journalism in order to provide a basis to discuss and analyze current and historical issues of Puerto Rico and Cuba. In addition, the course will *complete* the review started in the fall and winter trimesters of basic to advanced grammar structures. Class requirements will include two essays with subsequent corrections, a class presentation made in PowerPoint, a midterm exam, and a final exam. Daily class participation is essential.

SPAN-401/1
SPAN-401/2 Introduction to
SPAN-401/3 Hispanic Literature

Four class periods. Each trimester the class aims to develop language skills through reading, discussion, oral presentations, and regular writing assignments centered around major writers and texts of the contemporary Hispanic world. This course also emphasizes some of the finer Spanish grammar points and idiomatic expressions.

Fall term—Students will be exposed to short stories by contemporary Latin American and Spanish authors as varied as Carlos Fuentes, J.L. Borges, Gabriel García Márquez, among others.

Winter term—In the winter, the focus is on Spanish and Spanish American drama and contemporary Hispanic poetry.

Spring term—Students will read selected literary short novels from the Hispanic world.

SPAN-500 Advanced Spanish Language
(F) **Colloquium**

Three class periods. This advanced, intensive language course is designed for students of Spanish who have completed their language requirement and seek an immersion experience. Students will continue to sharpen their lin-

guistic competencies in speaking, listening, writing, and reading, and will explore an assortment of authentic media in doing so. These sources will reflect the diversity of registers heard throughout the Spanish-speaking world and will expose students to a wide range of cultural, social, and historical phenomena. Students will have many opportunities to synthesize and analyze these topics through various communicative modes (interpersonal, interpretive, and presentational) in class discussions and written work, in oral/aural exercises in the LLC (Language Learning Center), and in presentations delivered to their peers. Students will complete a research project and participate in a colloquium with the greater Spanish-speaking community. Students who take this course will be prepared to take the AP Spanish Language Exam in May. Materials will include a variety of media from the Spanish-speaking world, a monolingual grammar manual, and AP Spanish Language Exam preparation resources. Students must take this course in order to be considered for *SPAN-510* in the spring.

SPAN-510 (w) Immersion in Lawrence, The Immigrant City

Three class periods. Lawrence, Massachusetts, has a long history of immigration, beginning during the Industrial Revolution with the Irish and Italians and continuing into the present with an influx of world cultures, predominantly from Caribbean and other Spanish-speaking American nations. For all intents and purposes, modern Lawrence is a Hispanic city, and our involvement there amounts to nothing less than an immersion in the language and culture of an entire hemisphere. This course exposes students to the culturally rich and vibrant "Immigrant City" and helps them understand, through firsthand accounts from members of the Lawrence community, the realities of living in a bicultural, bilingual world. Texts will include popular fiction, prose, journalism, and other media in Spanish. At the end of the term, the class will elect a community partner with which to work in the spring, and each individual will design a research project to conduct throughout the following term.

SPAN-511 (s) Community Engagement in the City of Lawrence: We, the People

Three class periods. Students will continue to immerse themselves in the Immigrant City, moving from the theoretical in the winter to the practical in the spring. Having chosen a community partner to work with and research topics to develop, students have more significant input regarding the focus of the class. Students will participate in mini internships or collaborative projects with agencies in Lawrence, thus broadening their own perspectives of Hispanic life in the U.S., while also leaving a "legacy" of cooperation and mutual respect to tie together the Lawrence and Andover communities.

Prerequisite: SPAN-500 in the fall. Limited enrollment: Preference is given to students who take SPAN-510 in the winter, though students with considerable experience in Lawrence (i.e., on the level of community service project coordinators) may seek departmental approval. Readings and a daily journal are required in addition to the final research project.

SPAN-520/2 SPAN-520/3 Modern Hispanic Culture and the Emerging Global Economy

Three class periods. This course seeks to provide knowledge of the Hispanic world by looking at its major transformative historical, cultural, literary, and socio-economic milestones of the last century. In analyzing these major events, students will apply critical thinking and analytical reasoning through the lens of economic models and concepts while perfecting written and oral communication. By employing historical documents, literary texts, and general economic principles, the course aims to foster integrative learning as students develop the ability to use applied knowledge in addressing real-Hispanic-world settings. Students will research major Hispanic companies, how to track them on Hispanic stock exchanges, and how they function in free market and regulated economies of the Spanish-speaking world. The major events to be studied are, the Spanish-American War, the Panama Canal, the Mexican Revolution, Hispanic dictatorship, and the political treaties of NAFTA, MERCOSUR, and CAFTA.

Prerequisite: Open to students who have completed SPAN-400, 401, or 500 with Distinction, and with departmental permission.

SPAN-550 (s) The History of Drug Trafficking in the Americas

The history of Latin America in the late 20th century—especially in the Andes, Central America, and Hispanic North America—was marked by drug trafficking, its subsequent culture of violence and corruption, and the near-collapse of several states. This course seeks to explain how drug trafficking emerged in Latin America and how it evolved into today's multinational, illegal commerce. We will analyze the origins, development, economics, and transport of the different illegal substances, as well as the cultural underpinnings that made Latin America a region in which drug trafficking could flourish. Students will acquire an overview of how these societies were framed by the drug traffickers and money launderers, how the product was shipped and sold on the black market, and why Latin American countries have such a difficult time preventing the flow of illegal substances.

Prerequisite: SPAN-520

Faculty & Administration

SELECTED ADMINISTRATORS *2011–2012 Academic Year*

OFFICE OF THE HEAD OF SCHOOL

Barbara Landis Chase
Head of School
A.B., M.L.A.

Rebecca M. Sykes
Associate Head of School
A.B., M.S.W.

OFFICE OF THE DEAN OF FACULTY

Temba T. Maqubela
Assistant Head for Academics and Dean of Faculty
B.S., M.S.

Nancy M. Lang
Assistant Dean of Faculty
B.A., M.S.

OFFICE OF THE DEAN OF STUDIES

John E. Rogers
Dean of Studies
B.A., A.M.

Elizabeth G. Korn
Associate Dean of Studies and Registrar
B.A., Ed.M., Ed.D.

Kathryn A. Dolan
Assistant Dean for Advising
B.S., M.Ed.

OFFICE OF THE DEAN OF STUDENTS AND RESIDENTIAL LIFE

Paul D. Murphy
Dean of Students and Residential Life
B.A., M.S.T.

Carlos A. Hoyt, Jr.
Associate Dean of Students and Residential Life
B.A., M.A.

Elisa M. Joel
Abbot Cluster Dean
B.A.

Matthew C. Hession
Flagstaff Cluster Dean
B.A., M.A.L.S.

Aya S. Murata
Pine Knoll Cluster Dean
B.A., A.M.

Frank P. Tipton
West Quadrangle North Cluster Dean
B.A., M.A.

Cynthia J. Efinger
West Quadrangle South Cluster Dean
B.A.

BUSINESS OFFICE

Stephen D. Carter
Chief Operating & Financial Officer
Sc.B., M.A.L.S.

OFFICE OF ADMISSION AND FINANCIAL AID

Jane Foley Fried
Assistant Head for Enrollment, Research & Planning and Dean of Admission
A.B., M.A.

James F. Ventre
Director of Financial Aid and Admission Operations
A.B.

William D. Leahy
Director of Admission
B.A.

Stephen W. Carr
(on sabbatical)
Associate Dean of Admission
B.A.

Angela Francisco Flygh
Assistant Dean of Admission
B.A.

Kevin E. Graber
Assistant Dean of Admission
B.A.

Elisa M. Joel
Associate Dean of Admission and Abbot Cluster Dean
B.A.

Vivien V. Mallick
Senior Associate Dean of Admission
B.A.

José W. Powell
Assistant Dean of Admission and Director of Student of Color Recruiting
B.S.

Jill Bouyea Thompson
Associate Dean of Admission
B.A., M.Ed.

Marisa C. Zepeda
Assistant Dean of Admission
B.S.

OFFICE OF ACADEMY RESOURCES

Peter R. Ramsey
Secretary of the Academy
B.A.

Deborah B. Murphy
Director of Alumni Affairs
B.A., M.Ed.

David A. Flash
Director of Gift Planning
B.A.

Tracy M. Sweet
Director of Academy Communications
B.A.

Patricia A. Diodati
Director of Information Services

Ann C. Harris
Director of Class, Reunion, and Parent Giving
B.A., M.B.A.

Christine M. Adams
Campaign Director, Director of Principal Gifts
B.A., M.S.

David Chase
Director of Stewardship
B.A.

Hillary D. Repucci
Director of Parent Giving
B.A., M.B.A.

OFFICE OF COMMUNITY AND MULTICULTURAL DEVELOPMENT

Linda C. Griffith
Dean of Community and Multicultural Development
B.A., M.Ed.

ATHLETIC DEPARTMENT

Michael J. Kuta
Director of Athletics
B.S.

FACULTY & ADMINISTRATORS *2010–2011 Academic Year*

The date following the name indicates the year the person joined the Andover faculty.

Olivia Crosbie MacMillen Achtmeyer 2010
Instructor in English
B.A. George Washington University;
M.Ed. Harvard School of Education

Tracy Elizabeth Ainsworth 2002
Instructor in History and Social Science
B.A. Princeton University;
M.A. University of Colorado

Yasmine Bell Allen 2000
Instructor in Spanish
B.A. DePauw University;
M.A. Purdue University

Fernando Rafael Alonso 2005
Director of Summer Session;
Instructor in Mathematics
B.S. Cornell University

Max Charles Alovisetti 1986
Chair of the Psychology Department;
Director of Psychological Services;
Instructor in Psychology
B.A., M.S. City College of N.Y.;
Ph.D. University of Rhode Island

Rachel A. Asher 2010
Instructor in Spanish
B.A. Williams College

Elizabeth Grace Aureden 1991
(on sabbatical)
Instructor in Music
B.M., M.M. Eastman School of Music;
Ed.D. Harvard University

Bruce Wilson Bacon 1994
Instructor in Theatre
B.A. Amherst College;
M.F.A. Yale School of Drama

Seth Burton Bardo 1981
Instructor in English on the Walter Scott Leeds Teaching Foundation
B.A. Yale University;
M.A.T. Harvard University

Holly A. Barnes 2000
Instructor in Music
B.M. Indiana University; M.M. University of Southern California;
M.M. Boston University

Donald Thompson Barry 1980
(on sabbatical, spring term)
Instructor in Mathematics
B.A. Carleton College;
M.Div. Yale Divinity School

Roxanne Scott Barry 1995
Complementary House Counselor; Academic Advisor
B.A. Carleton College;
M.El.Ed. Goucher College

Sallie Langston Batchelor 2010
Associate Director of College Counseling
A.B. Princeton University;
A.M. University of Chicago

Jennifer Deborah Campbell Bauer 2010
Instructor in Art
B.S. Ithaca College;
M.F.A. Boston University;
M.Ed. Pennsylvania State University

Clyfe Gordon Beckwith 1992
Dean of Flagstaff Cluster;
Instructor in Physics
B.A. Dartmouth College;
M.S., Ph.D. Boston College

Louis Michael Bernieri 1977
Instructor in English; Andover Bread Loaf Coordinator
A.B. Harvard University;
M.A. Middlebury College

John Everett Bird 2007
Instructor in English
B.A., M.A., M.Phil.
Columbia University

Kathryn A. Birecki 1984
Athletic Trainer
B.S. Central Connecticut State University

Hafida Bourote 2010
Instructor in Arabic
B.A. Mohammad V. University, Morocco

Gail Chandler Boyajian 2001
Instructor in Art–Architecture
B.A. Tufts University;
M.A. Arch. Massachusetts Institute of Technology

Suzanne Elizabeth Buckwalter 2001
Instructor in Mathematics
B.A. University of Northern Iowa;
M.S. Northwestern University

Christopher Paul Capano 2010
Director of Student Activities
B.A. University of Massachusetts

Paige Palmer Carambio 2010
Intern, Graham House
B.A. Simmons College

Kevin Francis Cardozo 1992
Chair of the Chemistry Department;
Instructor in Chemistry
B.A. Haverford College;
M.A. Columbia

Matthew Joseph Carlson 2009
Athletic Trainer
B.S. Merrimack College

Stephen Wentworth Carr Jr. 2002
(on sabbatical)
Associate Dean of Admission
B.A. Amherst College

Catherine Jane Carter 2001
Instructor in Classics
B.A. Grinnell College;
J.D. University of California–Berkeley;
M.A. Boston University

Stephen Douglas Carter 1980
Chief Financial Officer on the Beinecke Foundation for the Chief Financial Officer
Sc.B. Brown University;
M.A.L.S. Wesleyan University

Paul Davis Cernota 1999
Instructor in Chemistry
A.B. Princeton;
Ph.D. University of California

Barbara Landis Chase 1994
Head of School on the Foundation in Honor of John P. Stevens Jr.;
Instructor in History & Social Science
A.B. Brown University;
M.L.A. Johns Hopkins University

Deborah Marie Chase 2007
Instructor in English on the Ansin Family Instructorship
B.A. Colgate University;
M.A. Middlebury College

Evanice Maria Cirelli 2003–2005, 2008
Complementary House Counselor

Peter Michael Cirelli 1994
Chair of the Music Department;
Instructor in Music
B.M. New England Conservatory of Music

Charles Roger François Clerc 2005
(on leave of absence)
B.A. University of Burgundy;
M.A., Ph.D. University of Paris

Thomas Edward Cone III 1966
Instructor in Biology on the Class of 1929 Teaching Foundation;
Director of PALS Program
B.S. Trinity College;
M.A.T. Brown University

Travis James Conley 2004
(on leave of absence)
B.A. Stanford University;
M.A. University of Washington

Brian David Cox 1997
Head Trainer, Athletics;
Instructor in Athletics
B.S. Northeastern University

Elaine Crivelli 1997
Instructor in Art
B.A. West Chester University;
M.F.A. University of Delaware

Dianne D. Cruz 2010
Director of (MS)²; Instructor in Mathematics
B.S. Merrimack College; M.Ed. Salem State University

Stephanie Erin Curci 2004
Instructor in English on the Elizabeth Rogers Instructorship
A.B. Princeton University; M.A. Brown University

Mark Alan Cutler 2003
Instructor in Spanish
B.A. St. Lawrence University; M.A. Middlebury College

Christine Jean Cynn 2010
Instructor in English
B.A. Brown University; M.A., M.Phil., Ph.D. Columbia University

Kathleen Mary Dalton 1980
(on sabbatical, spring term)
Instructor in History and Social Science on the Cecil F.P. Bancroft Teaching Foundation; Codirector, Brace Center
B.A. Mills College; M.A., Ph.D. Johns Hopkins University

Patricia Boyce Davison 2000
(on sabbatical)
Director of the Academic Support Center; Coordinator of Student Disability Resources
B.S. Fitchburg State College; M.Ed. Cambridge College

Elizabeth Anne Davisson 2009
Coordinator of Community Service
B.A. University of Michigan

Khiem DoBa 2010
Instructor in Mathematics
B.A. Macalester College; M.S. Wayne State University

Marcelle Anne Doheny 1992
Instructor in History and Social Science on the Frederick W. Beinecke Teaching Foundation
B.A. University of York, U.K.; *Postgraduate Certificate of Education,* University of Oxford, U.K.

Kathryn Ann Dolan 1990
Instructor in Athletics and Assistant Dean of Advising
B.S. University of New Hampshire; M.Ed. Cambridge College

Jeffrey Charles Domina 1999
Chair of the English Department on the Richard Adamson Lumpkin Teaching Foundation for the Chair of the English Department; Instructor in English
A.B. Duke University; M.A. University of Virginia

Cesar Dominique Moreno 2008
Instructor in Spanish
B.A. Universidad Complutense de Madrid

Peter Lawrence Drench 1986
Chair of the Department of History and Social Science on the Class of 1945 Teaching Foundation for the Chair of the History Department; Instructor in History and Social Science
B.A. Cornell University; M.A. Tufts University

Cynthia J. Efinger 2003
Instructor in Athletics; Dean of West Quad South Cluster
B.A. University of Utah

Mark Edward Efinger 1993
Instructor in Theatre
B.A. Middlebury College; M.F.A. University of North Carolina

Jennifer Karlen Elliott 2010
Instructor in History
B.A. Dartmouth; M.A. Lesley College

Karen June Farrell 2005
House Counselor
B.A. University of Rhode Island; M.A. Ball State University; M.L.S. Syracuse University

Patrick James Farrell 2004
Chair of the Mathematics Department; Instructor in Mathematics on the Zukerman Fellowship for Teaching and Learning
B.A. Amherst College; M.S. University of Connecticut

Brian David Faulk 2006
Instructor in Chemistry
B.A. Stanford University; A.M. Harvard University

Martha Gourdeau Fenton 1994
Instructor in Athletics
B.A. Bowdoin College; M.M.S. Lesley College

Anne Ferguson 2005
Acting Director of College Counseling
B.A. Denison University; M.A. University of Akron

Angela Francisco Flygh 2010
Assistant Dean of Admission
B.A. Harvard University

Lanita Lashawn Foley 2006
Associate Director of College Counseling
A.B. Stanford University; M.A. Michigan State University

David Usher Fox 2004
Instructor in English on the Harris Family Instructorship in English
B.A. Bates College; Ed.M. Harvard University

Neferterneken Keturah Francis 2009
Instructor in Chemistry
B.A. Swarthmore College; M.A. Bucknell University

Emma Lewinsohn Frey 2002
Instructor in History and Social Science
B.A. Franklin and Marshall College; M.A.L.S. Wesleyan University

Jane Foley Fried 1991
Assistant Head for Enrollment, Research and Planning; Dean of Admission on the Joshua Lewis Miner III Deanship of Admission Foundation
B.A. Bowdoin College; M.A. Tufts University

Shawn Fulford 1989
Instructor in Mathematics
B.S. William and Mary; M.A. Duke University

Mary Line Fulton 1985
Instructor in English on the R. Allen Keyworth Teaching Foundation
B.A. Mount Holyoke College; M.A. University of Virginia; Ph.D. University of New Hampshire

Claire Louise Gallou 2007
Instructor in French
B.A., M.A. Paris 10; Ph.D. University of California–Los Angeles

Rev. Anne Elizabeth Gardner
Director of Spiritual & Religious Life; Protestant Chaplain on the Protestant Chaplaincy Fund
B.A. Fairfield University; M.Div. Harvard University

Richard Bruce Gorham 2000
House Counselor
B.A. University of Massachusetts; M.A. Middlebury College

Kevin Edward Graber 2008
Assistant Dean of Admission
B.A. The College of Saint Rose; M.Ed. University of Massachusetts–Amherst

Chad Allan Green 1996
(on sabbatical)
Director of Community Service
B.A. Lewis and Clark College; M.T.S. Boston University

Kathryn Lucier Green 1994
(on leave of absence)
B.A. Boston University; M.S.T. University of New Hampshire

Ellen Mary Greenberg 1991
Instructor in Mathematics
B.A. Mount Holyoke College; M.Ed. Harvard University

Susan H. Greenberg 2010
Instructor in English; Advisor to Phillipian
B.A. Brown University; M.S. Columbia University

Linda Carter Griffith 1990
Dean of Community and Multicultural Development; Instructor in English; Advisor to African-American and Latino Students
B.A. Vassar College;
M.Ed. Cambridge College

Christopher Jude Gurry 1974
Instructor in History and Social Science on the Martha Cochran Foundation
A.B. Harvard College;
M.A. Tufts University

Jeremiah C. Hagler 2000
Chair of the Biology Department; Instructor in Biology on the Schmertzler Instructorship
B.A. University of California–Santa Cruz; Ph.D. Cornell University

Patricia Rochford Har 2010
Instructor in English
B.A. Wesleyan University;
M.A. Cornell University

Margaret Lucille Harrigan 1992
Instructor in Art
B.F.A. Tufts University;
M.F.A. University of Connecticut

Tasha Maleka Hawthorne 2008
Instructor in English
B.A. Bates College;
M.A. Cornell University

Kevin Patrick Heelan 1983
Instructor in Theatre and Dance
B.A. St. Mary's College of Maryland;
M.F.A. Smith College

Victor William Henningsen III 1974–1979, 1985
(on sabbatical, spring term)
Instructor in History and Social Science on the Independence Foundation Teaching Endowment #2
B.A. Yale; M.A. Stanford;
Ed.M., Ed.D. Harvard University

Karina Elizabeth Hernandez-Guarniz 2005
Assistant Director of College Counseling
B.A. Dartmouth College

Matthew Curley Hession 2005
Instructor in History and Social Science
B.A. Bowdoin College;
M.A.L.S. Dartmouth College

Thomas Salkald Hodgson 1977
(on sabbatical, spring term)
Chair of Philosophy and Religious Studies; Instructor in Philosophy and Religious Studies on the William M. Newman Teaching Foundation
B.A. Williams College;
M.A. Yale University

Scott William Hoenig 2003
Instructor in Mathematics
A.B. Bowdoin College;
M.A. Boston University

Leon Melvin Holley Jr. 1993
Instructor in Biology
B.S. Howard University;
M.A. Hampton University

J. Andrew Housiaux 2007
Instructor in Philosophy and Religious Studies
B.A. Columbia;
M.T.S. Harvard Divinity School

Carlos Alfonso Hoyt Jr. 2006
Associate Dean of Students
B.A. Wesleyan University;
M.S.W. Boston University School of Social Work

Jacques L. Hugon 2001
Instructor in Mathematics on the Donna Brace Ogilvie Teaching Foundation II
A.B., M.S. Harvard University;
M.B.A. Harvard Business School

Dale Patrick Hurley Jr. 2006
Instructor in Mathematics
B.S. U.S. Naval Academy

Clara Isaza-Bishop 2002, 2006
Instructor in Spanish
B.A. University of Massachusetts;
M.A. Middlebury College

Carol Jane Israel 1985
Associate Director of Psychological Services; Instructor in Psychology
B.A., M.A., Ph.D. University of Chicago

Margaret N. Jackson 1983
Associate Director of Psychological Services; Instructor in Psychology
B.A. SUNY–Binghamton;
M.Mus. Manhattan School of Music;
M.A., Ph.D. Long Island University

Derek Benjamin Jacoby 2007
Instructor in Music
B.A. California State University; M.M. New England Conservatory of Music

Christopher Linde Joel 2005
Co-House Counselor

Elisa Maria Joel 1994
Associate Dean of Admission; Dean of Abbot Cluster
B.A. Amherst College

Penny Pawling Joel 1986–1995, 1998
House Counselor
B.A. Dickinson College

Kristen Carrie Johnson 2003
(on leave of absence)
A.B. Dartmouth College; Ph.D. Massachusetts Institute of Technology

Christopher Leslie Jones 1999–2002, 2008
Instructor in History and Social Science
B.A. Amherst College;
A.M., Ph.D. Brown University

Elizabeth C. Joseph 2006
Instructor in Mathematics
B.S. Stella Maris College, India; M.S. Indian Institute of Technology, India; Ph.D. Iowa State University

Patrick Kabanda 2004
School Organist; Instructor in Music
B.M., M.M. The Juilliard School of Music

Thomas Henry Kane 2004
(on sabbatical)
Instructor in English
B.A. Harvard University;
M.A. New York University;
Ph.D. University of Virginia

Mary T. Kantor 2009
Roman Catholic Chaplain on the Philip M. Drake Catholic Ministry Foundation
B.A. College of St. Catherine;
M.Div., M.A.R. Yale Divinity School;
Th.D. Harvard Divinity School

Richard Jon Keller 1992
School Physician, Board Certified Pediatrics and Pediatric Endocrinology
B.S. Yale University; M.D. New York University School of Medicine

Karen Angela Kennedy 1985
Scheduling Officer, Athletics; Instructor in Athletics
B.S. Springfield College;
M.A. Boston University

Nicholas Van Houten Kip 1968
Instructor in Classics on the Alfred Lawrence Ripley Foundation
A.B. Princeton University;
M.A. Trinity College

Marc Dana Koolen 1974
Instructor in Biology on the Frederick W. Beinecke Teaching Foundation #4
B.S. St. Lawrence University;
M.S. Purdue University

Elizabeth Gail Korn 1986
Associate Dean of Studies and Registrar
B.A. Wesleyan University; Ed.M. University of California–Berkeley; Ed.D. Harvard University

Douglas John Kuhlmann 1983
Instructor in Mathematics on the Class of 1915/Garriques Teaching Foundation
B.S. St. Louis University;
M.A., Ph.D. Northwestern University

Michael J. Kuta 1983
Director of Athletics on the John H. Castle Jr. Foundation for the Director of Athletics; Chair of Athletics Department; Instructor in Athletics; Athletic Trainer
A.S. Berkshire Community College;
B.S. Northeastern University

Christina Rae Landolt 2007
Instructor in Music
B.A. University of California

Corbin Frederick Lang 1996
Instructor in Mathematics
B.S. University of Oregon;
M.S. Montana State University

Nancy Marie Lang 1993
Assistant Dean of Faculty;
Instructor in Mathematics
B.A. Cornell University;
M.S. University of
Massachusetts–Lowell

Mika Elias Latva-Kokko 2005
Instructor in Physics
M.Sc., Ph.D. University of Jyvaskyla

William D. Leahy 2007
Director of Admission
B.A. Boston University

Michael Chris Legaspi 2010
Instructor in Philosophy and
Religious Studies
B.A. Johns Hopkins University;
Ph.D. Harvard University

Matthew John Lisa 2001
Instructor in Mathematics
B.A. Wesleyan University;
M.S.T. University of New Hampshire

Maria Moroz Litvin 1987
Instructor in Mathematics (SYA)
M.S. Moscow School of Education

LaShonda Nate Long 2010
Instructor in English
B.A., M.A. California State University;
Ph.D. University of California

Peter Anthony Lorenco 1983
Instructor in Music

Lixia Ma 2005
Interim Chair of Chinese Department;
Instructor in Chinese on the
Dr. Yuan Han Instructorship
B.A. Beijing Institute of Light Industry;
M.A., Ph.D. University of Iowa

John Richard Maier 1987
Instructor in Spanish
B.A. Ohio Wesleyan University;
M.A. University of Minnesota;
Ph.D. University of Wisconsin

Vivien Valenzuela Mallick 1999
Senior Associate Dean of Admission
B.A. Tufts University

Temba Tebogo Maqubela 1987
Assistant Head for Academics; Dean
of Faculty on the Edward E. Elson
Foundation; Instructor in Chemistry
B.S. University of Ibadan;
M.S. University of Kentucky

Vuyelwa Mpho Maqubela 1987–1994, 1996
Instructor in English
B.A. Fort Hare University;
Postgraduate Certificate of Education,
University of Witwatersrand;
M.A. Lesley College

Christine A.G. Marshall-Walker 2008
Instructor in Biology
A.B. Smith College;
Ph.D. Columbia University

Thomas Earl McGraw 1983
Instructor in English
B.A. University of Notre Dame;
M.S. Boston University

Michael James McHugh 1994
Instructor in Mathematics
B.A. Columbia University; M.S.,
Ph.D. University of New Hampshire

Kathryn Jude McQuade 2006
(on leave of absence)
A.B. Princeton University

Peter T. Merrill 1989
Coordinator of Global Perspectives Group;
Instructor in Russian and German
B.A., A.M. University of Pennsylvania;
M.A., Ph.D. University of
California–Los Angeles

Elizabeth Ann Meyer 1998
Instructor in Classics on the
Richard J. Stern Instructorship
B.A., M.A. University of Colorado;
Ph.D. Boston University

Anna Hartung Milkowski 2009
Instructor in Science
B.A. Harvard University;
M.P.H. Yale University

Leon Adrian Modeste III 1986
Instructor in Athletics
B.S. Springfield College;
M.Ed. Cambridge College

Vincent Joseph Monaco 1984
Instructor in Music
B.Ed. University of Massachusetts;
M.M. Boston University

Diane Lynn Moore 1993–2008, 2010
Instructor in Philosophy and
Religious Studies; Interim Codirector
of the Brace Center
M.A. Harvard Divinity School;
D.M. Episcopal Divinity School;
Ph.D. Union Theological Seminary

Mary Minot Mulligan 1984
Instructor in History and Social Science
A.B. Mount Holyoke College;
J.D. Northeastern University;
M.A.L.S. Wesleyan University

Rajesh Ramesh Mundra 1996
Instructor in Biology
B.A. Brandeis University;
M.A.T. Brown University

Aya Silvia Murata 1992
Dean of Pine Knoll Cluster; Advisor to
Asian and Asian American Students
B.A. Bates College;
A.M. Harvard University

Paul Daniel Murphy 1989
Dean of Students;
Instructor in Mathematics
B.A. Bates College;
M.S.T. University of New Hampshire

Billy W. Murray 1996
Instructor in Theatre and Dance
B.A. St. Andrews Presbyterian College;
M.F.A. University of North
Carolina–Greensboro

Peter Anthony Neissa 2007
Chair of Spanish Department and
Head of the Division of World Languages
on the David M. Underwood Teaching
Foundation for the Chair of the
Language Division; Instructor in Spanish
B.A. University of
Massachusetts–Amherst;
A.L.M. Harvard University;
Ph.D. Boston College

Jonathan I. Nicholson 2007
Associate Director of College Counseling
B.A. Kenyon College;
M.A. Vanderbilt University

Elly Oloo Nyamwaya 2007
Instructor in English
B.A. Kenyatta University, Kenya

Kevin Thomas O'Connor 1985
Instructor in English on the Frederick W.
Beinecke Teaching Foundation
B.A. University of Notre Dame;
M.A. University of Virginia

Caroline Elizabeth Odden 2001
Instructor in Physics on the Richard J.
Phelps Instructorship; Supervisor
of the Phillips Academy Observatory
B.A. Yale University;
M.S. University of New Hampshire

Christopher Thomas Odden 2001
Instructor in Mathematics on the Francis
C. Robertson Bicentennial Instructorship
A.B. Harvard University;
Ph.D. Duke University

Emmanuel A. Odjo 2006
Instructor in French
B.A. University of Lagos, Nigeria;
M.A. Université de Franche-Comté,
Besançon, France, Diplôme d'Université
de Formateur de Formateurs ou
Professeurs de FLE (FORM);
Ph.D. University of Louisiana

Deborah Mary Olander 2002
Instructor in Mathematics; Scheduling
Officer; Academic Skills Specialist
B.A. State University of New York;
M.S. Stanford University;
M.Ed. Harvard University

James Michael Orent 2007
Conductor
B.A. Amherst College

Pamela Cote Pakey 2010
Learning Specialist
B.S. University of Massachusetts;
Ed.M. Harvard University

J. Megan Paulson 2005
Instructor in History and Social Science
B.A. Stanford University;
M.A. University of Pennsylvania

Randall Scott Peffer 1978
Instructor in English on the Jonathan French Foundation
B.A. Washington & Jefferson College;
M.A. University of New Hampshire

Carroll Perry III 2000
Instructor in History and Social Science on the Frederick W. Beinecke Teaching Foundation #2
B.A. Williams College;
M.A. Johns Hopkins University

Elizabeth Reed Poland 2008
Instructor in French
B.A. University of Virginia;
M.A. Stanford University

David Brian Pottle 1977
Chair of the Classics Department; Instructor in Classics on the John C. Phillips Foundation
B.A. Northeastern University;
Ph.D. Tufts University

José William Powell 2006
Assistant Dean of Admission and Director of Student of Color Recruiting
B.S. Northeastern University

Mariselis Mondesi Powell 2009
Complementary House Counselor
B.A. Boston University

Kathleen R. Pryde 1994
Head of the Division of Natural Sciences on the McKee Teaching Foundation; Chair of the Physics Department; Instructor in Physics on the George Peabody Foundation
B.S. University of Washington

Peter Rathbone Ramsey 1995–2004, 2006
Secretary of the Academy
B.A. St. Lawrence University

Keith Anthony Robinson 2003
Instructor in Biology and Instructor in Chemistry on the John H. Porter Jr. Bicentennial Instructorship
A.B. Bowdoin College

Lewis G. Robinson 2010
Writer in Residence on the Roger F. Murray Teaching Foundation for the Writer in Residence
B.A. Middlebury College;
M.F.A. Iowa Writer's Workshop

John Edward Rogers 1990
Dean of Studies; Instructor in Chemistry; Advisor to Head of School for Sustainability
B.A. University of Virginia;
A.M. Harvard University

E. Anthony Rotundo 1981
Instructor in History and Social Science on the Alfred Ernest Stearns Foundation; Codirector of the Brace Center
B.A. Wesleyan University;
M.A.T. Harvard University;
Ph.D. Brandeis University

Patricia Claire Russell 1989
Instructor in Science; Sustainability Coordinator
A.B., M.A.T. Brown University

Daniel Joseph Schneider 2004
Instructor in Mathematics on the Harris Family Instructorship in Mathematics
A.B. Harvard University;
M.A. Columbia University

Natalie Gillingham Schorr 1974
Interim Chair of the French Department; Instructor in French on the Ammi Wright Lancashire Teaching Foundation
B.A. McGill University; d.e.s. Aix Marseille; M.A. University of Pennsylvania

Nina Savin Scott 1990–1992, 1995
Instructor in English on the Donna Brace Ogilvie Teaching Foundation I
B.A. Duke University;
M.I.A. Columbia University

William Wallace Scott 1987
Instructor in Mathematics on the Emilie Belden Cochran Foundation
B.A. The Colorado College;
M.A.L.S. Wesleyan University

Christopher Livingston Shaw 1982–1988, 1994
Instructor in History and Social Science
B.A. Wesleyan University; M.A.L.D., Ph.D. Fletcher School of Law and Diplomacy, Tufts University

Teruyo Shimazu 1999
Instructor in Japanese
B.A. Seinan Gakuin University;
Ed.M. University of North Carolina

Lani Marie Silversides 2006
Instructor in Mathematics
B.S. University of Vermont;
M.S. University of New Hampshire

Stephen Adam Silversides 2006
Associate Director of College Counseling
B.A. Colgate University

David A. Stern 2001
Instructor in Chemistry
B.S. Lafayette College;
Ph.D. University of New Hampshire

Erin E. Strong 2005
Chair of the Theatre and Dance Department; Instructor in Theatre and Dance on the Lumpkin Family Bicentennial Instructorship
B.S. Skidmore College;
M.A. New York University

Lisa Johnson Svec 1986–1989, 1990
Chair of the German Department; Instructor in German on the John Mason Kemper–Class of 1949 Teaching Foundation
B.A. Dartmouth College;
M.A. Tufts University

Victor Svec 1980
Chair of the Russian Department; Instructor in Russian on the A. Wells Peck Teaching Foundation
B.A. University of Washington

Rabbi Michael Bruce Swarttz 2008
Jewish Chaplain
B.A., M.Ed. Temple University

Tracy Manforte Sweet 2006
Director of Academy Communications
B.A. University of New Hampshire

Rebecca Miller Sykes 1976–1984, 1988
Associate Head of School
A.B. Radcliffe College;
M.S.W. Simmons College

Geoffrey R. Tanner 2009
Instructor in Chemistry on the Israel Family Foundation for Science Research
B.A. Yale University;
M.A.L.S. Wesleyan University;
Ph.D. Harvard Medical School

Jill Bouyea Thompson 2005–09, 2010
Associate Dean of Admission
B.A. Bowdoin College;
M.Ed. Harvard College

Frank Pruden Tipton 2005
Dean of West Quad North Cluster; Instructor in History and Social Science on the Frederick S. Allis Instructorship in History; Advisor for Gay, Lesbian & Bisexual Issues
B.A. Columbia University;
M.A. Georgetown University

Susanne A. Torabi 2005
International Student Coordinator
B.A., M.A. University of Munster

Paul Francis Tortorella 2001
Instructor in English
B.A. Yale University;
M.A. SUNY–Buffalo

Catherine DuBay Tousignant 1999
Instructor in English
B.A., M.A., University of Virginia

Emily Ellen Trespas 1999
Instructor in Art
B.A. Mt. Holyoke College;
M.F.A. Cornell University

Elisabeth Essex Tully 2001
Director of the Oliver Wendell Holmes Library on the Abbot Stevens Foundation
A.B. Duke University; M.P.H. University of North Carolina; M.L.S. SUNY–Albany

Shirley Ann Veenema 1979
Chair of the Art Department; Instructor in Art on the Class of 1946 Teaching Foundation
B.A. Bucknell University; M.A. Rowan University

James Frederick Ventre 1983–1986, 1990
Director of Financial Aid and Admission Operations
A.B. Dartmouth College

Flavia Mayrinck Vidal 2001
Instructor in English
B.A. Hampshire College; Ph.D. Brandeis University

Julie Hobin Wadland
Admission Counselor
B.A. Dartmouth College

Christopher Robert Hugh Walter 1977-1980, 1982
Instructor in Music on the Independence Foundation Teaching Endowment No. 3
M.A. The Queen's College Oxford University; A.R.C.M. Royal College of Music, London

Peter Davis Washburn 1980
Instructor in Mathematics
B.A. Syracuse University

J. Peter Watt 1988
Instructor in Physics on the Frederick W. Beinecke Teaching Foundation
B.S., M.S. Dalhousie University; Ph.D. Harvard University

Gregory Joseph F. Wilkin 1980
Instructor in English
B.A. Yale College; M.A, Ph.D. University of Toronto

Judith Tribo Wombwell 1995
Instructor in Dance
B.A. Old Dominion University

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Instructor in Chinese
B.A. Peking University

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Instructor in Physics
B.S. Beijing Polytechnic University; M.A. Brooklyn College of SUNY

Marlena Lee Ysalguez 2008
Academic Support Specialist; Acting Coordinator of Student Disability Resources
B.A. College of William & Mary; M.S. Simmons College

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Instructor in Art
B.F.A. Philadelphia College of the Arts; M.F.A. University of Minnesota

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(on sabbatical, fall term)
Instructor in Art–Sculpture on the Beverly V. and Donald Jones Mid-Career Instructorship
B.F.A. University of Illinois; M.F.A. University of Texas–Austin

Marisa Clara Zepeda 2008
Assistant Dean of Admission
B.S. Massachusetts Institute of Technology

TEACHING FELLOWS

Olga Alekseeva 2010
Teaching Fellow in Russian
B.A. Smith College

Michael Robert Crivaro 2010
Teaching Fellow in Mathematics
B.A. Cornell University

Daniel Edward Crow 2010
Teaching Fellow in Physics
B.A. Middlebury College

Ruth Holcomb Doherty 2010
Teaching Fellow in Mathematics
B.A. Colby College

Katherine Marie Faulkner 2010
Teaching Fellow in History
B.A. Harvard University

David Coblentz Lane 2010
Teaching Fellow in German
B.A. Rhodes College; M.A. Middlebury College

Amanda Evans Mack 2010
Teaching Fellow in Chemistry
B.S. University of Rochester; M.S. University of Illinois

Alexander D. Manshel 2010
Teaching Fellow in English
B.A. Middlebury College

Peter Christopher Oswald 2010
Teaching Fellow in Music
B.M.E. Shenandoah Conservatory of Music

Jeffrey John Phaneuf 2010
Teaching Fellow in History
B.A. Harvard University

Charlotte Altamont Pougnier 2010
Teaching Fellow in French
A.B. Princeton University

Emily Katherine Agnes Raymundo 2010
Teaching Fellow in English
B.A. Middlebury College

Patrick Edward Rielly 2010
Teaching Fellow in English
B.A. Trinity College

Benjamin Wesley Salmon 2010
Teaching Fellow in Mathematics
B.A. Dartmouth College

Penghua Shen 2010
Teaching Fellow in Chinese
B.A. Peking University, China

Brad David Silnutzer 2010
Teaching Fellow in Community Service
B.A. University of Southern California

Jeffrey Tyler Walker 2010
Teaching Fellow in Japanese
B.A. Middlebury College

Qing Ye 2010
Teaching Fellow in Chinese
B.S. Hefei University of Technology, China; M.A. Alverno College

ADMINISTRATORS

Christine Marie Adams 2007
Campaign Director; Director of Principal Gifts
B.A., M.S. Simmons College

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Assistant Director of Alumni Affairs for Communications
B.A. Lebanon Valley College

Brian Thomas Allen 2004
Director of the Addison Gallery of American Art on the Mary Stripp Kemper and R. Crosby Kemper Addison Gallery Directorship
B.A. Wesleyan University; J.D. University of Connecticut School of Law; M.A. Williams College; Ph.D. Yale University

Sharyn Bahn 2010
Major Gift Officer for Educational Outreach
B.A. University of Wisconsin; M.A.T. Harvard Graduate School of Education

Malinda Stafford Blustain 2001
Director of the Robert S. Peabody Museum
B.A. University of Florida; M.A. University of Kentucky

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Assistant Director of the Parent Fund
B.A. Union College

Samantha J. Carney 2010
Administrative Analyst
B.A. Bryn Mawr; M.A. University of Michigan

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Leadership Gift Officer
B.A. University of Maine

Janet Farley Cathcart 2010
Assistant Director of Alumni Affairs; Director of the Auction and Staff Volunteers
B.A. University of California–Riverside; M.B.A. University of California–Los Angeles

David William Chase 1996
Director of Stewardship
B.A. Brown University

Megan Eleanor Connor 2008
Assistant Director of Annual Giving
B.A. Regis College; M.P.A. Suffolk University

Monique Elizabeth Cueto-Potts 2007
Coordinator, Associates Program & Admission, IRT
B.A. Georgetown University; M.S. Bank Street College of Education

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Principal Gift Officer
B.A. Rollins College

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B.A. Georgetown University; M.A. Harvard University, John F. Kennedy School of Government

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Associate Director of Addison Gallery on the Robert M. Walker Foundation for Curator/Art Historian
B.A. Smith College; M.S. Columbia University Graduate School

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Director of Human Resources
B.A. University of New Hampshire; M.A. University of Massachusetts–Amherst

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Director of Gift Planning
B.A. Bates College

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Associate Director of Annual Giving
B.A. SUNY–Albany

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Associate Director of the Institute for Recruitment of Teachers
B.A. Cleveland State University; M.A. University of Rhode Island

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Senior Philanthropic Officer
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Director of Finance and Assistant Treasurer
A.B. Bowdoin College; M.B.A./M.S. Northeastern University School of Accounting

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Director of Class, Reunion, and Parent Giving
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Leadership Gift Officer
B.A. University of Massachusetts–Amherst; M.A. Emerson College; J.D. Suffolk University

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Director of Publications; Editor, Andover *Magazine*
B.A. University of Iowa; M.A. University of Southern California

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Associate Director of Alumni Affairs and Director of Reunions and Classes
B.A., M.B.A. Harvard University

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Special Assistant to the Head of School
B.A. Dartmouth College; M.R.P. University of North Carolina

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Principal Gift Officer
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Director of Facilities
B.S. University of Connecticut

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Director of Alumni Affairs
B.A. University of Virginia; M.Ed. Boston University

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Director of Risk Management and Administrative Services
B.S. U.S. Naval Academy; M.A.S. Johns Hopkins University

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Assistant Director of Gift Planning
B.A. Doane College

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B.A. Hampton University; M.A. Old Dominion University; M.S. Columbia University

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Director of Public Information and Web Publishing
B.A. University of Massachusetts–Amherst

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Associate Director of Alumni Affairs; Director of External Relations
B.A. Skidmore College

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Instructor in Physical Education, Emerita
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Instructor in Dance, Emerita
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China 1988–2006

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Chatham, Massachusetts 1984–2007

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Lynn, Massachusetts 1982–2008

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Southwest Harbor, Maine 1979–2010

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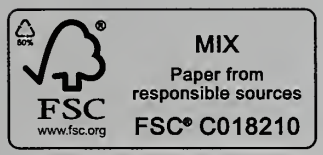
East Harwick, Vermont 1980–2010



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